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ONE HUNDRED AND FOURTEENTH SESSION,
1891.

VOLUME II.—No. 7.



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DEPARTMENT

OF

PUBLIC INSTRUCTION.

THIRTY-SEVENTH ANNUAL REPORT

OF THE

STATE SUPERINTENDENT,

1891,

For the School Year Ending July 25, 1890.

TRANSMITTED TO THE LEGISLATURE JANUARY 6, 1891.

ALBANY:

JAMES B. LYON, STATE PRINTER.

1891.

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STATE OF NEW YORK.

DEPARTMENT OF PUBLIC INSTRUCTION,

CAPITOL, ALBANY.

DEPARTMENT REGISTER,

1890-91.

STATE SUPERINTENDENT,
ANDREW S. DRAPER.

DEPUTY STATE SUPERINTENDENT,
CHARLES R. SKINNER.

Law Clerk, - - - - -	JAMES W. BENTLEY.
Apportionment and Statistical Clerk, -	GEORGE B. WEAVER.
Financial Clerk, - - - - -	TIRAS H. FERRIS.
Examination Clerk, - - - - -	EDWARD C. DELANO.
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STATE OF NEW YORK.

No. 7.

IN ASSEMBLY,

JANUARY 6, 1891.

THIRTY-SEVENTH ANNUAL REPORT

OF THE

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
ALBANY, *January 6, 1891.* }

Hon. WILLIAM F. SHEEHAN,

Speaker of the Assembly:

SIR.—I herewith transmit to the Legislature the Thirty-seventh Annual Report of the State Superintendent of Public Instruction, and the exhibits accompanying the same.

I am, yours very respectfully,

ANDREW S. DRAPER,

State Superintendent.

EXHIBITS.

- I. STATISTICAL TABLES, 1890.
- II. GENERAL SCHOOL STATISTICS — COMPARATIVE TABLES.
- III. DECISIONS IN APPEAL CASES.
- IV. NORMAL SCHOOLS.
- V. AMERICAN MUSEUM OF NATURAL HISTORY.
- VI. SCHOOL COMMISSIONERS' REPORTS.
- VII. CITY SUPERINTENDENTS' REPORTS.
- VIII. VILLAGE SUPERINTENDENTS' REPORTS.
- IX. INDIAN SCHOOLS.
- X. INSTITUTIONS FOR THE DEAF AND DUMB.
- XI. INSTITUTION FOR THE BLIND.
- XII. UNIFORM EXAMINATIONS FOR COMMISSIONERS' CERTIFICATES.
- XIII. STATE CERTIFICATES.
- XIV. STATE SCHOLARSHIPS IN CORNELL UNIVERSITY.
- XV. COLLEGE GRADUATES' CERTIFICATES — INDORSEMENT OF NORMAL DIPLOMAS AND STATE CERTIFICATES ISSUED IN OTHER STATES.
- XVI. TEACHERS' TRAINING CLASSES.
- XVII. ARBOR DAY.
- XVIII. TEACHERS' INSTITUTES.
- XIX. NAUTICAL SCHOOL.

APPENDIX.

- I. STATE TEACHERS' ASSOCIATION.
- II. "PRUSSIAN ELEMENTARY SCHOOLS" — A PAPER.
- III. "THE AUTHORITY OF THE STATE IN THE EDUCATION OF HER CHILDREN" — AN ADDRESS.
- IV. STATE COUNCIL OF SCHOOL SUPERINTENDENTS.
- V. MINUTES OF "THE SOCIETY OF ASSOCIATED TEACHERS IN THE CITY OF NEW YORK" — 1794-1807.

SUPERINTENDENT'S REPORT.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, }
ALBANY, *January 6, 1891.* }

To the Legislature:

Pursuant to the requirements of chapter 555 of the Laws of 1864, I have the honor herewith to transmit information touching the operations of the public schools of the State for the period commencing July 26, 1889, and ending July 25, 1890, together with such comments thereupon as seem advisable, constituting the thirty-seventh annual report of this Department and the fifth presented by the present Superintendent.

Documents and full detailed information will be found in the accompanying exhibits, as follows:

EXHIBIT No. 1.— *Statistical Tables:*

1. Statement of State tax levied in 1885 and in 1890.
2. Statement of school tax paid and school moneys received by each county.
3. Apportionment of school moneys.
4. Abstract of statistical reports of school commissioners.
5. Abstract of financial reports of school commissioners.
6. Investment of the capital of the Common School Fund.
7. Comparative statistical and financial statements for the years 1885 and 1890.

EXHIBIT No. 2.— *General School Statistics:*

1. Comparative tables.
2. Statements of Common School Fund, Free School Fund, and of State school moneys received and apportioned.

EXHIBIT No. 3.— *Decisions of the Superintendent in Appeal Cases:*

EXHIBIT No. 4.— *Normal Schools :*

1. List of normal schools, with names of principals and officers of local boards.
2. Reports of local boards.
3. Normal school circular.
4. Statistical tables.
 - (a) Attendance.
 - (b) Financial statement.
5. Meeting of normal school principals ; secretary's report.
6. Entrance examination questions.

EXHIBIT No. 5.— *American Museum of Natural History :*

Report of Dr. A. S. Bickmore, curator in charge, in reference to visual instruction in normal schools and to teachers in common schools.

EXHIBIT No. 6.— *School Commissioners :*

1. Names and post-office addresses.
2. School commissioner districts.
3. Department circular.
4. Written reports.
5. Tabulated list of school districts which have failed to comply with the law in reference to " health and decency."

EXHIBIT No. 7.— *City Superintendents of Schools :*

1. Names and post-offices addresses.
2. Written reports.

EXHIBIT No. 8.— *Village Superintendents of Schools :*

1. List of superintendents reporting.
2. Written reports.

EXHIBIT No. 9.— *Indian Schools :*

1. Names and post-office addresses of superintendents.
2. Reports of superintendents.
3. Statistical table.

EXHIBIT No. 10.— *Institutions for Deaf and Dumb :*

1. List of institutions and superintendents.
2. Reports of superintendents.
3. Statistical table.

EXHIBIT No. 11.— *Institution for the Blind :*

Report of superintendent.

EXHIBIT No. 12.— *Uniform Examinations for Commissioners' Certificates :*

1. Regulations governing uniform examinations.
2. Questions submitted at examinations from January to December, 1890, inclusive.
3. Statistical table, showing results by commissioner districts.
4. List of first-grade certificates granted by school commissioners since October 15, 1889.

EXHIBIT No. 13.— *State Certificates :*

1. Questions submitted at examinations, 1890.
2. Tabulated statement of examinations, 1890.
3. List of successful candidates, 1890.
4. Statistical table, 1875-1890.
5. Circular, regulations and program for 1891.

EXHIBIT No. 14.— *State Scholarships in Cornell University :*

1. Department circular to school commissioners and city superintendents.
2. Questions submitted at examinations, June 7, 1890.
3. Complete list of State scholars, 1890.
4. Table showing number of candidates examined and appointed, 1890.
5. List of State scholars of 1889, who are no longer students in the university.

EXHIBIT No. 15.— *College Graduates' Certificates; indorsement of Normal Diplomas and State Certificates issued in other States :*

1. Law of 1888.
2. Form of application for a college graduate's certificate.
3. List of college graduates' certificates granted 1890.
4. List of normal diplomas indorsed 1890.
5. List of State certificates indorsed 1890.

EXHIBIT No. 16.— *Teachers' Training Classes :*

1. Report of Charles E. Hawkins, inspector.
2. List of institutions designated to instruct training classes.
3. Amount of money apportioned to institutions for the instruction of common school teachers.
4. Regulations and course of study for training classes.
5. Statistical report of training classes for academic year 1890-91.

EXHIBIT No. 17.— *Arbor Day*:

1. Law establishing Arbor Day.
2. General circular accompanying program.
3. Prizes offered.
4. Program and selections.
5. List of selections.
6. Specimen programs, 1890.
7. Vote for a State flower, 1890.
8. Districts observing and trees planted.
9. Best kept school grounds, 1890.

EXHIBIT No. 18.— *Teachers' Institutes*:

1. Institute conductors, names and addresses.
2. Reports of institute conductors.
3. Sample institute programs.
4. Industrial drawing in institutes — Syllabus No. 2 of a course of instruction.
5. Statistical tables.
 - (a) List of institutes held during 1890.
 - (b) Attendance.
 - (c) Comparative summary for ten years.

EXHIBIT No. 19.— *Nautical School*:

Report of Chamber of Commerce.

A PROSPEROUS YEAR.

If we were to judge only by the statistics which are presented, there would be abundant reason for the conclusion that the year just closed has been one of the most prosperous and successful in the whole history of the common school system of the State. Independent of mere statistics there is no lack of evidence, even more weighty and conclusive than an array of figures, which leaves no room for doubt. The year's work has been characterized by a steady and appreciable growth and development, as well as by added interest in all departments of our State educational work. More money has been expended in the improvement of school property. The teaching service is unquestionably advancing in proficiency, and teachers are being employed for longer terms than ever before. There have been no unusual disturbances and the work has gone

along quietly, peacefully, and to the satisfaction of those who are best informed concerning it and most interested in it. This does not mean that all has been accomplished which might be desired, or that the school system has come to be that systematic and substantial organization which is essential to the proper training of our vast school population. It only means that the steps which are essential to that consummation are being better understood, and that they are being taken with more confidence and success than in former years. To be able to say this much is to be able to say a great deal.

ATTENDANCE.

The following table will show at a glance the continual increase in the number of children of school age (between 5 and 21 years):

YEARS.	Cities.	Towns.	State.
1861	423,079	915,088	1,338,167
1871	645,128	857,556	1,502,684
1881	848,069	814,053	1,662,122
1889	1,029,411	774,256	1,803,667
1890	1,088,088	756,508	1,844,596

The number of children who have attended the public schools at any time during the year will appear as follows:

YEARS.	Cities.	Towns.	State.
1861	270,926	601,928	872,854
1871	411,133	616,977	1,028,110
1881	433,913	587,369	1,021,282
1889	488,203	545,610	1,033,813
1890	501,449	540,711	1,042,160

The whole number of days of attendance, for each of the last five years, was as follows :

YEARS.	Cities.	Towns.	State.
1886	59,670,512	54,258,138	113,928,650
1887	60,469,251	53,539,351	114,004,602
1888	62,068,578	53,248,502	115,317,080
1889	62,250,098	53,063,998	115,314,096
1890	65,702,509	54,953,191	120,655,700

The following statement shows the average daily attendance of pupils since 1880 :

YEARS.	Cities.	Towns.	State.
1881	258,720	300,679	559,399
1882	262,873	306,598	569,471
1883	278,793	304,349	583,142
1884	284,284	310,876	596,160
1885	296,152	314,867	611,019
1886	304,667	321,146	625,813
1887	312,446	313,164	625,610
1888	318,763	311,832	630,595
1889	324,337	313,150	637,487
1890	336,018	306,966	642,984

The average time each pupil in the towns attended school was twenty and two-tenths weeks ; in the cities, twenty-six and two-tenths weeks.

The average length of school terms in the cities was thirty-nine and nine-tenths weeks ; in the towns it was thirty-five and seven-tenths weeks ; and in the State at large it was thirty-seven and three-tenths weeks.

The following figures will show the marked increase in the length of the school terms in the country over any preceding year. This, of course, results largely from the amendment to the statute increasing the minimum length of the school year from twenty-eight to thirty-two weeks:

Years.	Weeks.
1881	33.3
1882	33.0
1883	33.1
1884	31.8
1885	33.5
1886	33.6
1887	33.8
1888	33.3
1889	33.4
1890	35.7

• It will be recalled by all persons familiar with our school affairs in recent years, that there was considerable doubt expressed, in the Legislature and out of it, as to the wisdom of the increase in the length of the school year, at the time it was made. It is with much satisfaction, in view of such expressed doubts, that I am able to make this gratifying showing and to assure the Legislature that less difficulty has been experienced during the last year in exacting thirty-two weeks of school in the rural districts, than was experienced in preceding years in exacting but twenty-eight. In view of the results it is well to consider whether or not, in a very little time, the school year in the rural districts might not be safely lengthened, so as to afford as much schooling to the children in the sparsely-settled districts of the State as is gained by the children in the cities. I have long entertained the belief that it is entirely practicable to maintain schools in the rural districts for thirty-eight or forty weeks in the year, and that we can not hope to attain results equal to those secured in the cities without doing so. Nothing is of more consequence to the school interests of the rural districts of this State than that the old idea, that there should be a winter school for one class of pupils and a summer school for another class of pupils, shall be abandoned, and that all pupils up to the age of 13 or 14 shall have the advantage of the schools for the entire year, deducting only reasonable vacations.

SCHOOL-HOUSES.

The number of school-houses, with their classification according to the materials of which they are constructed, was as follows at the close of the years 1889 and 1890 :

1889.	Log.	Frame.	Brick.	Stone.	Total.
Cities .....	.....	50	479	6	535
Towns	49	10,082	9771	342	11,450
Total	49	10,132	1,456	348	11,985

1890.	Log.	Frame.	Brick.	Stone.	Total.
Cities .....	.....	63	509	6	578
Towns	49	10,095	968	332	11,444
Total	49	10,158	1,477	338	12,022

The following table shows a steady improvement in the character of school buildings in respect to the material with which they were constructed, during the four decades from 1860 to 1890 :

	Log.	Frame.	Brick.	Stone.	Total.
1860	263	9,866	962	559	11,650
1870	127	9,904	,162	502	11,695
1880	83	10,077	1,326	413	11,899
1890	49	10,158	1,477	338	12,022

COST AND VALUE OF SCHOOL-HOUSES AND SITES.

The amount expended during the last ten years for school-houses, outbuildings, sites, fences, furniture and repairs, is as follows :

YEARS.	Cities.	Towns.	State.
1881	\$874,775 13	\$592,585 87	\$1,467,361 00
1882	795,055 88	730,370 31	1,525,426 19
1883	1,066,341 67	859,329 60	1,925,671 22
1884	1,153,333 66	949,882 77	2,103,216 43
1885	1,838,102 19	986,291 14	2,824,393 33
1886	1,405,773 51	870,681 87	2,276,455 38
1887	1,587,249 38	806,754 97	2,394,004 35
1888	1,855,433 73	1,011,087 81	2,866,521 54
1889	2,538,025 22	1,206,534 42	3,744,559 64
1890	3,634,917 07	958,347 90	4,593,264 97
Total ...	\$16,749,007 44	\$8,971,866 66	\$25,720,874 10

The aggregate value of school-houses and sites in 1881, and in each successive year, is shown to be as follows :

YEARS.	Cities.	Towns.	State.
1881	\$20,490,355	\$10,601,275	\$31,091,630
1882	19,419,943	10,912,348	30,332,291
1883	20,069,175	10,942,036	31,011,211
1884	20,375,152	11,562,799	31,937,951
1885	21,469,133	11,878,448	33,347,581
1886	23,508,511	12,153,573	35,662,084
1887	24,217,240	12,159,313	36,376,553
1888	25,003,559	12,414,796	37,418,355
1889	26,237,456	13,116,902	39,354,358
1890	27,976,561	13,630,174	41,606,735

The legislation of recent years, looking to the betterment of our school property, is bearing fruit. In 1886 we expended in this State for new school-houses and repairs of old ones, outbuildings, sites, furniture, etc., the sum of \$2,276,455.38. In 1887, the sum advanced to \$2,394,004.35.

In 1888 it was \$2,866,521.54. In 1889 it went up rapidly to \$3,744,559.64, and last year it advanced still further to the sum of \$4,593,264.97.

It will be remembered that school-houses and betterments to school property are always at the cost of the city or district. The material increase in this item is the result of the frequent presentation of the importance of good school-houses, at the educational conventions, institutes, and other meetings, during recent years, as well as of the legislation which has been of such a character as to require the improvements referred to. The total value of the public school property of the State, for the year 1890, is \$2,252,377 over the aggregate value in 1889, and the valuation that year was about \$2,000,000 greater than the year 1888.

In this connection I deem it proper to call the attention of the Legislature to the fact that the Department stands in need of additional assistance in order to effectually carry out the provisions of chapter 538 of the Laws of 1887, entitled "An act in relation to health and decency in the school districts of this State." Soon after the passage of this act, a most vigorous movement was inaugurated in order to exact a general compliance with it, and not a little was accomplished, but experience shows that the act can only be effectually executed by unceasing diligence. The Department is daily in receipt of complaints on the part of persons interested in the health of pupils, against nuisances in and about school-houses, which are highly detrimental to the health and comfort of the inmates. We can only refer such complaints to the board of education or the school commissioner having jurisdiction. In some cases this is all that is necessary; in others it produces no result. It seems imperative that we should have the assistance of one or two persons whose time shall be devoted to the inspection of school buildings, in order to ascertain whether they are constructed and maintained in compliance with the provisions of the Health and Decency Act. One or two officers who are competent to discharge this duty, would be more effective in bringing about the results aimed at in the

statute referred to, than all the other agencies and instrumentalities now at our command.

TEACHERS.

The whole number of teachers employed in the public schools at any time during the years indicated, is shown by the reports to be as follows:

YEARS.	Males.	Females.	Cities.	Towns.	Total.
1865	4,452	22,017	3,454	23,0 5	26,469
1875	7,428	22,585	6,336	23,677	30,013
1885	6,021	25,378	8,230	23,169	31,399
1889	5,549	26,438	9,458	22,529	31,987
1890	5,358	26,345	9,980	21,723	31,703

The whole number of teachers reported as employed at the same time, for the legal term of school, in each of the last five years, is shown by the following figures:

YEARS.	Cities.	Towns.	State.
1886	7,467	14,773	22,240
1887	7,881	14,827	22,708
1888	8,086	14,966	23,052
1889	8,317	15,096	23,413
1890	8,791	15,074	23,865

It will be seen from the inspection of these tables, that the entire number of teachers in the State is less during the last year than the preceding year by 284. While it will be also observed that the number employed for thirty-two weeks or more, is 452 greater in 1890 than in 1889. There is but one deduction to be obtained from this, and that is, that teachers are being employed for longer terms than heretofore. The importance of this cannot be over-estimated.

The following figures show the amounts paid for teachers' wages in the State during the last ten years:

YEARS.	Cities.	Towns.	State.
1881	\$4,413,319 98	\$3,362,185 24	\$7,775,505 22
1882	4,502,289 07	3,483,972 24	7,986,261 31
1883	4,639,086 67	3,626,366 16	8,265,452 83
1884	4,394,949 27	3,590,773 41	7,985,722 68
1885	4,923,821 68	3,839,128 55	8,762,950 23
1886	5,236,730 92	3,865,537 85	9,102,268 77
1887	5,415,202 91	3,891,222 97	9,306,425 88
1888	5,683,855 67	3,992,236 26	9,676,091 93
1889	5,727,541 69	4,077,062 31	9,804,604 00
1890	6,129,229 54	4,292,942 44	10,422,171 98

It will be observed that the sum paid in 1890 was more than \$600,000 greater than in the preceding year, or any other year in our history. This will not be considered an over-extravagant item, however, when it is recalled that the average salary in the cities, taking men and women together, was but \$694.29; and in the towns it was but \$285.49, while in the State at large it was \$436.71. In ten years the average annual salary of the teachers of the State has advanced from \$375.06 to \$436.71.

EXAMINATIONS FOR COMMISSIONERS' CERTIFICATES.

The results gained by the system of uniform examinations as the basis of commissioners' certificates, are no less gratifying during the year just closed than during the two preceding years in which that system has been in operation. I have no hesitancy whatever in saying that to this system more than to anything else, and perhaps more than to all other things taken together, is to be attributed the marked increase of interest in the work, the continually advancing qualifications, the added attendance upon the normal schools and training classes, which is everywhere manifest.

A table showing the number of examinations, the number of candidates, the number of certificates in each class, the

number of failures in each district, etc., is herewith transmitted. (Exhibit No. 12.) The footings show the following results:

Whole number of examinations.....	862
Whole number of candidates examined.....	18,594
Number passing for first-grade certificates.....	756
Number passing for second-grade certificates.....	5,493
Number passing for third-grade certificates.....	7,252
Number of persons receiving certificates for first time...	2,166
Number of failures to gain certificate.....	5,877

The total number of temporary licenses issued during the year was 1,790. The temporary certificate is used only to bridge over an emergency, and authorizes one to teach until the next examination. The total number of persons holding authority to teach in the school commissioner districts of the State was 17,217. The total number of teachers employed and teaching simultaneously was 15,200.

No person can study these figures without great interest, and no friend of the common school system can study them without great satisfaction. During each of the three years past, this system has turned back nearly six thousand persons who applied for teachers' certificates, but that is the least consequential of its results. It has set teachers at work earnestly, it has directed their energies, it has led all to see the necessity, not only of scholastic but of professional attainments. It has likewise educated the people, and they now comprehend in a marked degree the difference between poor teaching and good teaching. The time has gone by when, regardless of attainments, persons apply for schools in the rural districts. The result is everywhere apparent. Indeed, it may safely be said that in our entire State system regarding the certifying of teachers, the weakest part is now in some of the cities. Cities which employ a competent superintendent, and which intrust the matter of examining and certifying teachers to him, are reasonably secure, but in instances, and they are not wanting, where city boards of education are given the authority to certify

teachers, and insist upon exercising such authority, regardless of a proper examination conducted by competent hands, the results are most unfortunate. It is greatly to be hoped that the time is not far distant, when every city board of education in the State will leave the entire matter of certifying teachers to the discretion of a competent city superintendent, and that superintendents will reach their conclusions through the operations of a training school or other system commanding the confidence of the public.

The weakest point in the examination system now in universal operation throughout the rural districts is that it leaves the examination of answer papers so largely to school commissioners. It requires no great amount of courage to say that so long as school commissioners are elected upon party tickets at a general election, there will be many persons elected without reference to their qualifications for the office of school commissioner, and who are not qualified to examine and mark answer papers submitted by candidates for teachers' certificates. But beyond this, it may be said that even qualified commissioners, and the greater number of them will be found to be fairly qualified, will differ so greatly in their markings, as to render it highly important that steps should be taken to obviate the injustice which will frequently follow from a difference of opinion, even among competent men. It is therefore respectfully submitted to the Legislature, that provision should be made for an examination of the answer papers by a central board of examiners, in substantially the same way that the answer papers received from the secondary schools are examined in the office of the Board of Regents of the University. The system has now been in operation long enough to prove its general utility, and there can be no doubt that it would be greatly strengthened, and would receive added confidence on the part of the people, if provision were made for the examination of answer papers in the way suggested.

COST OF THE PUBLIC SCHOOL SYSTEM.

The rapid increase in expenditures for the maintenance of the public schools of the State will be seen from the following figures:

1850	\$1,607,684 85
1860	3,774,246 95
1870	9,905,514 22
1880	10,296,977 26
1890	17,392,471 61

The following table shows the entire amount expended during the year for the maintenance of public educational interests directly connected with this Department:

For the wages of common school teachers	\$10,422,171 98
For district libraries	49,890 05
For school apparatus	361,972 68
For buildings, sites, furniture, repairs, etc	4,593,264 97
For other expenses incident to the support of common schools	1,964,974 27
For teachers' institutes	23,999 45
For normal schools, from the General Fund and Free School Fund	359,269 76
For Indian schools	10,430 11
For American Museum of Natural History	13,905 54
For Department of Public Instruction	29,779 30
For salaries of school commissioners	112,994 43
For New York Institution for the Blind	45,127 00
For institutions for the deaf and dumb, seven in number	217,170 85
For printing and binding school registers and trustees' reports	5,200 00
For Arbor Day expenses, printing, etc., 1889, 1890	903 99
For fees of county treasurers	3,633 20
Total	\$18,214,687 58

The larger part of the cost of the public school system is raised by local taxation. The State now apportions \$3,500,000 annually among the different cities and districts. The sum raised by local taxation in 1890 for school purposes was \$13,407,114.89. The amount raised by local taxation in 1889 was \$11,536,468.32. The sum apportioned by the State is fixed and determined by the Legislature, and is increased only at long intervals. The rapid increase in the total cost of the school system in recent years is attributable to the intelligence and generosity of localities, for it has arisen almost entirely from the action of the people in their several cities and districts.

TEACHERS' INSTITUTES.

It has not been possible to present statistics covering the operations of our institute work for the entire year in consequence of the fact that the report had to be closed by the first of December in order to have it ready for presentation at the opening of the Legislature. The statistics cover ninety-two institutes held in fifty-five different counties. Fifteen additional institutes were held in the month of December. The total attendance upon the institutes reported was 12,609. The average daily attendance was 12,103. The expense of the ninety-two institutes was \$19,573.84; the average expense per institute \$210.47, and the average expense per teacher \$1.63.

The difficulties incident to the maintenance of an institute system adequate to the varying needs of the teachers of the State can not be appreciated by any one who has not attempted to provide for such a system; yet I am confident that the general verdict of the State would be that these difficulties have been very largely overcome. It is certain that the criticisms which were formerly so common have very nearly ceased. The statute providing for the closing of the schools during institute week, and requiring the attendance of all the teachers upon the institute, has been rigidly enforced, with the result of bringing substantially the entire teaching body into the institutes. The discipline has been greatly improved, as is known to all who are familiar with the work, and

as is clearly indicated by the figures showing regularity of attendance. If the teachers' institutes of the State were ever used for picnic purposes, they are so used no longer. A full program of exercises is always printed and distributed in advance, and carefully adhered to. These programs serve many good purposes. They indicate to teachers what will be considered at the institute, and give them an opportunity to inform themselves upon the subjects to be discussed, so that they may be prepared to treat these matters most advantageously when brought out in the institute. These programs also obviate the danger of a continual repetition of the same matter in succeeding institutes.

The corps of institute conductors remains the same as last year, except that Prof. Augustus S. Downing, of Palmyra, has recently been appointed in place of Dr. John H. French, deceased.

The institutes have received much help from the normal schools during recent years. This assistance has proved of great advantage to the institute work, and I am confident it has proved of no less advantage to the normal schools. Every effort is made to secure local assistance from the prominent teachers in the district, and the advantage of this is obvious. We have continued special instruction in form-study and drawing in the institutes during the year. Indeed, every effort has been made to insure an incorporation of this branch into the work of all the schools. It is hoped, however, that enough will have been done by the close of the present school year to develop local teachers who are competent to instruct in industrial and free-hand drawing, and to insure full attention to this matter without making special efforts in its behalf in the institutes, after the next summer vacation.

NORMAL SCHOOLS.

The new normal school building provided for at Plattsburgh by chapter 517 of the Laws of 1889, was so far completed as to permit of its occupancy in September last, and a school was opened at that time under most promising circumstances, with Professor Fox Holden, late superin-

tendent of schools at Plattsburgh, as principal. We have therefore eleven normal schools now in operation in this State, and it may be said with entire confidence that they constitute, as a whole, the finest and the best equipped State normal school system in the country. The total attendance during the year upon the normal schools was 7,210. The total number of graduates was 569. The whole number of pupils graduated from the normal schools from their opening up to the close of the last year was 8,411. The total valuation of normal school buildings and sites is placed at \$1,425,462.69. The sum paid out for instruction in the normal departments was \$131,330. For instruction in the academic, kindergarten, intermediate and primary departments, \$20,560. For library, text-books and apparatus, \$8,494.68. For mileage of pupils, \$5,840.79. For repairs of buildings and improvements to grounds, \$90,366.05, and for other incidental expenses, \$62,798.41, making a total expenditure for maintenance of normal schools of \$227,686.81.

For several years it has been strenuously urged, that the normal schools should require greater proficiency on the part of students when they enter, and should confine their energies more largely to the legitimate work of normal schools, viz., the professional and technical training of teachers. It is not strange that there has been considerable confusion among the people as to the precise purpose of maintaining such costly institutions, directly by the State. Nor is it strange, that the residents of the territory accessible to these schools should be inclined to send their children to them for instruction, regardless of qualifying them for teaching in the schools. But these things have operated disadvantageously to the normal school system in many ways. The tone of scholarship in the normal schools has suffered thereby. They have been held back from doing the work which they might do and from influencing educational sentiment as they ought, by the presence of so much unprepared material. The graduates of the colleges and the secondary schools were unwilling to take a professional course of training in the normal schools, when they found the ground occupied by students frequently lacking in the

elementary branches. Moreover, it can not be doubted that the performance of so much elementary work by the normal schools operated disadvantageously to the common schools and academies in the country round about. In view of these considerations, vigorous steps have been taken recently, under the authority conferred by a recent amendment to the statute, to control the admission of students to the normal schools and to regulate the course of study to be pursued in them. It is safe to say that more has been accomplished within the last few months in this direction, than ever before since the normal schools were opened. Students will not hereafter be admitted to the normal schools, who do not come with the diplomas of other institutions, or who do not pass an examination which is conclusive proof that they have already attained very substantial proficiency in the elementary branches. The elementary English course in the schools will be discontinued after the present year altogether, and the qualifications for graduation will be correspondingly advanced. The people of the State may, therefore, look for an appreciable advance in the scholarship of these institutions and a corresponding advance in the character of their work, and in the extent of their influence upon educational thought and opinion in the early future.

It would be unjust to the normal schools of New York to permit an inference that they have lacked in educational character, or that they have not been worth to the State what they have cost. From the beginning they have labored under some embarrassments for which they were in no wise responsible, but they have performed a vast amount of work and performed it well. If they have not done all that they might have done, it has been because of circumstances which they had not the foresight or the courage to undertake to control. These embarrassments and difficulties have been very much reduced or entirely eliminated in recent years. The greatest care has been exercised in the appointment of teachers, and without exception, the teaching force in each of the schools has been strengthened. The public is coming to have a clearer understanding of the legitimate work of normal schools,

and the authorities of these institutions are only too glad to confine their energies, so far as possible, to the work which legitimately devolves upon them. Normal school graduates find ready employment in the common schools. It can not be doubted that they make the best teachers to be found in the public schools. They have exerted a remarkable and beneficial influence upon the entire school work of the Commonwealth. Now that the time has come when the public begins to realize that professional training is essential to the equipment of a good teacher, and that the normal schools are given the opportunity to confine their work to the special preparation of teachers already well educated in subject-matter, there is every reason to expect the most substantial and gratifying results. The changing circumstances have fortunately brought the academic interests and the normal school interests into more harmonious co-operation than had previously been possible, and the fortunate consequences of this can scarcely be appreciated.

TRAINING CLASSES.

Chapter 170 of the Laws of 1890 provided for a substantial reorganization of the system of training classes in the union schools and academies of the State. This act provided for two terms in each year, of at least sixteen weeks each. It provided also for a course of study which should be in harmony with the course pursued in the normal schools. It provided for an increase in the number of classes, and also for larger remuneration to each institution which maintained a class properly. Under the authority of this statute, a course of study has been prescribed and regulations adopted looking to the entire reorganization and improvement of the system. This course of study and the regulations are transmitted in Exhibit No. 16. Pupils are not admitted to the training classes until they have passed an examination for at least a third-grade certificate, or hold a Regents' preliminary certificate. The work has not gone far enough yet to permit of any intelligent comments upon it. It is more than likely that experience will point out the necessity of some modifications in the plan. There is no occasion for discouragement, however, and there is every

reason to confidently anticipate most satisfactory results from this movement. Indeed, it seems more than likely that the time will come when substantially the entire body of teachers in the rural districts will be drawn from the normal schools or the training classes. It does not require great experience in school work to see the advantages that will accrue from this arrangement if it can be consummated.

In this connection I take occasion to urge upon the Legislature the importance of making provision, which is now lacking, for the organization of a teachers' training class in every city in the State. The city of New York has a local normal college. The city of Brooklyn has a training school for teachers. Several other cities of the State maintain training classes or schools, and provide that no one shall be appointed to a position in one of their common schools, who has not taken the prescribed course in the training class or training school. This is a wise arrangement. It sifts out candidates who may be employed as teachers. It protects members of the school board and influential citizens from importunity, and it secures for the schools a qualified teaching service. Yet there are many cities in which no training class is maintained, and where appointments in the schools depend upon favoritism or influence. This is the weakest point in our entire system of public instruction, and the Legislature will render the people of such cities a great service by the passage of an act providing that such schools or classes shall be established in every city of the State.

OUR EARLY SCHOOL HISTORY.

No State in our Union can show a prouder record of early acts in behalf of popular education than New York. The Dutch colony at New Amsterdam brought from the Netherlands and put in early operation the essential principles of our free school system. The early educational acts of the State when recovering from the effects of the Revolutionary struggle, stand out most conspicuously in the history of the country, and testify of the intelligence and courage of the statesmen of the period as well as of the generosity of the people at such a trying

time. The glowing story has never yet been told as well as it might be, and it is sincerely to be hoped that historians, poets and orators will be developed with genius and inclination to do it justice.

The first continuous association of school teachers for purposes of mutual improvement known to exist in America was organized in the city of New York in 1794, and continued to hold weekly meetings with much regularity for the period of thirteen years. The original minutes of the meetings of this association for the entire period of its existence are in the State Library. They are of exceeding historic interest, for they reveal not only the educational circumstances of the chief city of the country at the opening of the century, but also the thoughts and opinions of the leading educators of that day. Only brief extracts of these minutes have ever been published. They are of much consequence to the educational history of the State. To make sure that they shall never be lost to history, to make them available to all interested in the educational work of the State, and to stimulate an interest in our early educational history, I have caused them to be copied fully and with exactness, and herewith transmit the copy for publication with the annual report.

THE PRUSSIAN SCHOOL SYSTEM.

In 1867, Superintendent Victor M. Rice presented to the Legislature a special and elaborate report, attempting to set forth the educational conditions of all the enlightened nations of the world. The little volume was published by the State, but the edition was so limited that it is now almost unknown. It enabled the educators of the State to compare their own with other educational systems, and it was likewise prolific of suggestions. Its value, however, was impaired by reason of the fact that the information it contained was derived from the reports of foreign educational or other officers, or from encyclopædias. To make them of the greatest value to us, foreign school systems must be seen through American eyes, and must

be described by an intelligent friend of our school system, who is so anxious for its improvement that he is willing to seize upon anything which will improve it, no matter where he may find it, and who yet has the power of discriminating sufficiently to enable him to see not only what is good, but to determine what is practicable and advisable in this country.

I have been desirous of presenting to the educators of this State something of this character covering the educational work of the leading nations of Europe, and of presenting it in such form as to make it available to all officers and teachers in the State. When, therefore, Mr. James Russell Parsons, Jr., of Hoosick Falls, the accomplished school commissioner of the first commissioner district of Rensselaer county from 1885 to 1888, was made United States Consul at Aix-la-Chapelle, Germany, it occurred to me that the opportunity was offered for making an excellent beginning in this direction. The Prussian elementary school system is the oldest, and admitted to be, in many regards, the best in the world. The man who could investigate and describe it more completely than most men in our State was going there to live for a considerable time, and to live under circumstances which would give him special facilities and opportunities for information. He readily acquiesced in my desire that he should undertake the work, and has presented me with a more comprehensive and detailed description of the plan of organization and the operations of the Prussian school system, in more compact form than any other which is available to American readers. It is herewith transmitted to the Legislature, to the end that it may appear in the annual report and reach all interested in the educational progress of the State, and in the confident belief that it will enable us to see more clearly the strong points and discern the weak points of our own system.

If this undertaking shall seem to be pleasing and helpful, I hope to follow it next year with similar descriptions covering the public educational systems of England and France.

LIBRARIES.

For upwards of fifty years the State has continued to appropriate \$50,000 or more annually for libraries, which money has been expended through school officers. There has been a somewhat general misapprehension as to the purpose of the libraries thus provided. It was clearly the intention of the Legislature, as manifested in the statutes, to provide not school libraries but public libraries, which, only for convenience, were purchased and supervised by school officers. It is generally known that much of the money devoted to this purpose has been misapplied or diverted from the purpose for which it was intended. Two years since I made a somewhat extended investigation of the entire matter, and laid the results, together with my recommendations, before the Legislature. In brief, I came to the conclusion that the most practicable course to pursue was to make a distinction between school libraries and public libraries, and to use the \$50,000 annually appropriated for library purposes, for the purchase of reference books to be kept in the school-houses, and under the supervision and control of the teachers; while the matter of establishing public libraries should be committed to the Board of Regents and related to the State Library. Nothing has been done in the premises, although it seems most unfortunate that so much money should be so loosely used, and particularly that a course should not be taken which might be so profitable to the schools, with the means which are available. I desire to again call the matter to the attention of the Legislature, in the hope that its importance will claim attention, and that either my own suggestions or others promising more satisfactory results shall be acted upon.

ARBOR DAY.

The Friday following the first day of May has been observed in each of the last two years throughout the State as Arbor Day. Much interest was manifested in the observance from the beginning. The day was, however, much more generally, and I think profitably, observed in

1890 than in 1889. Exercises appropriate to the day were held in nearly all of the schools in the cities and villages, and throughout the rural districts trees and shrubs were very generally planted. As provided by law, the Department issued a general circular of instructions relative to the observance of the day, giving directions as to the best methods for transplanting trees and caring for them, and also suggesting many things which might be likely to insure the results contemplated by the Legislature in providing for the special observance of such a day by all the schools of the State.

For the purpose of arousing an interest in the matter, the children in the schools were requested to vote for a State flower as they were requested in the preceding year to vote for a State tree, when the sugar maple was selected. The vote upon the State flower developed more interest than the vote upon the tree in the preceding year. One hundred and thirty different varieties were voted for. The total vote cast was 318,079, and was divided as follows:

Varieties.	Votes received.
Golden rod.....	81,308
Rose.....	79,666
Daisy.....	33,603
Violet.....	31,176
Pansy.....	21,202
Lily.....	16,438
Lily of the valley.....	11,626
Trailing arbutus.....	7,888
Buttercup.....	6,127
Scattering.....	29,045
Total.....	<u>318,079</u>

The scattering votes were distributed through 121 different varieties.

It will be seen that the vote between the rose and the golden rod was exceedingly close. Indeed, during the weeks when the results were being sent in, the preponderance was sometimes in favor of one and again in favor of the other. The large interest in the matter,

the fact that the vote was so close, and particularly the fact that no one flower received a majority of all the votes cast, has determined me to submit the matter again to the vote of the children in the schools, and to require that the choice shall be limited to the two flowers receiving the largest number of votes. Therefore, upon Arbor Day in May next, the children in the schools will be requested to express their preference either for the rose or the golden rod, and the flower receiving the largest vote will be held to be the State flower of the Empire State. Votes will be transmitted through city superintendents and school commissioners, and none will be counted except such as are returned to this office by the first day of July.

Through the liberality of Mr. William A. Wadsworth of Geneseo, New York, the Superintendent was enabled to offer two cash prizes of one hundred dollars, and fifty dollars, respectively, to the common school districts in the State showing the best-kept school grounds. Dr. William J. Milne, president of the State Normal College; Mr. J. Russell Parsons, Jr., of Hoosick Falls, and Mr. William S. Egerton, superintendent of Washington park at Albany, were designated as a committee to determine the matter. Their report is herewith transmitted. They awarded the first prize to school district No. 12, of the town of Columbus, Chenango county, and the second prize to school district No. 11, of the town of Watervliet, Albany county, and the prizes have been paid to the districts named. I take pleasure in announcing that Mr. Wadsworth has authorized me to repeat his generous offer of prizes for the coming year.

The general interest in, and the desirable results following the observance of Arbor Day in this State, are most gratifying and indicate the advisability of occasionally making special effort to draw the attention of the schools to matters of public interest and concern.

MUSIC IN THE PUBLIC SCHOOLS.

No observing person can be indifferent to the fact that our public schools do not afford as much of a musical

education to their pupils as they easily might. A little effort in this direction would go a long way to add to the general culture of our people, would carry added happiness into the homes of the State, and could be readily utilized to promote patriotic sentiments among our citizens. The cost would be small and no additional burden placed upon the work of the schools. Indeed, the time involved would be found to be most pleasantly employed. Other countries attend to this matter more completely than we do and with results which show the wisdom of so doing. It is a most consequential fact in this connection, and in recent years it has been abundantly demonstrated, that the possession of unusual or thoroughly trained vocal powers is not essential to teaching music successfully, but that any person who can teach anything well can likewise very easily prepare himself to teach music well. This Department has for upward of three years made special effort through the normal schools and the institutes and the State educational conventions, and the examinations, and by circular-letters, and all other available means, to arouse an interest in the study of free-hand and industrial drawing, in the belief that thereby we should lay a substantial foundation for manual training. There has, by no means, been as much done in that direction yet as is desirable, and still much has been accomplished. The teachers of the State, almost without exception, have become able to teach the subject with greater or less proficiency, and the schools everywhere have come to appreciate the importance of it. We can not continue the special and unusual efforts in behalf of form-study and drawing for an indefinite time, and it does not seem necessary that we should do so, for we have apparently gone almost far enough to have confidence that the matter will soon take care of itself. If this is so we shall be more at liberty to make a special effort in some other direction, and it seems to me that the one promising the largest results is toward the more general instruction in music. It is, therefore, the intention to utilize all practicable channels for carrying a knowledge of the essential prin-

ciples to all the children in the schools. This is to be done, if at all, by the preparation of teachers, and by enlisting their interest in this branch. It is not to be accomplished by attempting to prepare trained vocalists of special power, but by requiring a general knowledge of essential principles on the part of all persons to whom authority to teach is given. Experience shows that there is no difficulty about this in any case or locality where the matter is attended to. The only difficulty which we are likely to experience arises from the extent of our system and the consequent necessity for a general and vigorous effort in order to make any general impression upon it. Experience has proved the helpful effect of a statute in similar enterprises, and I am therefore led to submit the matter to the Legislature for its consideration, and for any action which it may think advisable to take.

INSTITUTIONS FOR THE DEAF AND DUMB AND THE BLIND.

There are seven institutions in this State for the instruction of the deaf and dumb, which are under the general supervisory care of this Department. The total number of inmates during the past year was 1,380, of which 118 were appointed by me during the year. There is likewise an institution for the blind under the general supervision of this Department, located at Ninth avenue and Thirty-fourth street, in the city of New York. The number of pupils in this institution September 30, 1890, was 206. The total cost of maintaining the pupils in these several institutions for last year was \$262,297.85. The statute requires the Superintendent to inquire from time to time into the expenditures of these institutions and the system of instruction pursued therein; to visit and inspect the schools belonging thereto and the lodgings and accommodations of the pupils; to appoint suitable persons to visit them; to suggest to the directors and to the Legislature such improvements as he may deem expedient, and to make report of all these matters to the Legislature. For the want of needed appropriations and of competent help, it is practically impossible to carry out these directions. The

unadvisedness of expending so much money from the State treasury without close State supervision, can not anywhere be questioned. Moreover, when the State assumes the care and education of so many unfortunates, it is bound to provide for them the best care, and to give them the best education which is possible under all the circumstances. The methods of instruction employed in these different institutions differ widely. Each method has strenuous adherents. It seems desirable that the facilities should be extended with which to make a complete investigation into the circumstances and conditions of each of these State institutions, and into the methods for instructing the deaf, the dumb and the blind, which experience has shown to be most advantageous to them. I, therefore, call the matter to the attention of the Legislature, and ask that steps shall be taken which will enable the Superintendent to carry out the requirements of the statute bearing upon this subject, and promote the interests of that large and constantly growing class of unfortunates for whose care and improvement they are maintained.

It is proper to add in this connection that at a convention of the State Association of Deaf-Mutes, held in Buffalo in August last, the State Superintendent was requested to recommend that the single-handed alphabet used by the deaf be incorporated, by the publishers, in spelling and reading books used in the public schools. It was asserted, as I think properly, that if pupils in the public schools were to become familiar with this sign alphabet, it would facilitate communication between mutes and persons who are able to hear, and would be greatly to the advantage of both classes. Mention of the matter in this connection will undoubtedly attract the attention of the publishers of such text-books, and serve to accomplish the purpose of the resolution referred to.

APPORTIONMENT OF STATE SCHOOL MONEYS.

By an amendment to the Consolidated School Act, by means of chapter 534 of the Laws of 1890, the "district quota" was made the fixed sum of \$100, instead of being

determined annually by this Department, so that the State school moneys apportioned for teachers' wages, instead of being divided in the proportion of one-half thereof upon the basis of the number of duly qualified teachers employed for the legal term of school (thirty-two weeks of five school days each), and the other one-half upon the total population of the counties of the State, as shown by the last State or United States census, is divided as follows, viz.: One hundred dollars for each duly qualified teacher employed during the school year for the legal term of school, *and the remainder*, after deducting from the annual appropriation the sum required upon the aforementioned basis, upon the total population of the counties.

This change in the statute was made in the belief that it would prove more helpful to the schools in the strictly rural districts of the State, which are more in need of State aid than the schools located in the more prosperous villages and cities, by increasing the amount of public money which such districts would receive; and the apportionment just completed, the figures of which are herewith transmitted, shows that, so far as the amount of State money is concerned, the belief has been realized.

COMPULSORY ATTENDANCE.

Upon several occasions I have urged the necessity of a more rigorous compulsory attendance law than we have. It is scarcely possible for me to say more in this behalf than I have heretofore said. I do not yet feel justified in passing the matter by, however. No thoughtful observer can know what other nations are doing in this connection, and see how little is being done here, and contemplate the number of children who are growing up without being sent to school, except with solicitude. In recent years we have been enacting more and more stringent factory laws, and thus forbidding children within certain ages from being employed, on the ground that within those ages they should be in attendance upon the schools, but we have done little or nothing to exact and require their attendance upon the schools. It seems absurd to prevent children from

earning a living, on the ground that they should be attending school, without at the same time insisting upon their attendance. The policy underlying the factory acts is wise, provided it is continued to its necessary sequence.

The statistics and common observation unmistakably show that, with the rapid growth in our American cities, social disturbances are becoming more and more common and more and more intensified. These things are realized in the State of New York sooner than in other States. It ought not to be difficult for us to find and apply the proper remedies. Even though there may be differences of opinion upon minor details, still an intelligent people having common interests and bent upon a common purpose, ought to be able to agree upon the form of legislation which shall make sure that all children within specified ages, shall in one way or another receive the advantages of at least an elementary education. Our free public school system must be judged by results. Its cost is large and its results must be commensurate. The general results which it ought to produce and for which it will be held responsible, cannot be attained without rigid compulsory attendance laws. All other civilized nations have appreciated this fact and acted upon it. It seems to me imperative that we should do likewise. I again call the matter to the attention of the Legislature, in the sincere hope that it may receive the attention which its importance demands.

A CENTENNIAL ANNIVERSARY.

In 1795 the Legislature of New York passed the first act looking to the organization of a State school system. This act appropriated \$100,000 each year for five years, to be distributed among the cities and towns of the State for the encouragement of education. It required each city and town to raise by tax an amount equal to the sum it received from the general appropriation. Taking into consideration the fact that the territory of the State at that time was but sparsely settled, that the people were poor, that the State was laboring under a heavy debt incurred in the prosecution of the Revolutionary war, this first general

educational statute must be regarded as munificent and heroic in its provisions. No other State had gone so far or done so much at that time. In five years we shall have reached the hundredth anniversary of the passage of this important educational statute. It seems to me that the school authorities of the State should, at that time, make some public and general observance of such an anniversary. We should take steps which will serve to recall the early educational history of the commonwealth, and at the same time show the mighty growth in educational interest and sentiment. The matter is mentioned thus early, in this connection, in order to call the attention of the Legislature and of the educators of the State to it, to the end that plans may be considered and formed and that sentiment may mature in favor of future legislation, if such action be deemed advisable.

A STATE EDUCATIONAL CONGRESS.

Upon one or two occasions before, I have suggested the advisability of creating by act of the Legislature a special congress or commission, for the purpose of an exhaustive consideration of all the educational interests of the State. We are spending more than eighteen millions of dollars annually for the support of our free school system alone. It seems to me that it is well worth while to spend a few thousand dollars, in order to make sure that we are spending this great sum to the best advantage. New York State ought to have the best educational system in the country. It contributes liberally to support one. It confers authority adequate to the organization of one. It is at the center of the nation's activities. We have been going on now nearly a hundred years promoting our educational interests by private philanthropy and personal effort, by State aid and public supervision, but without any general and comprehensive plan. Nothing is of so much consequence now as that our elementary schools, our grammar schools; our academies and high schools, our colleges and universities, shall be brought into relations with each other, and shall so effectually co-operate with each other as to minimize the

waste in cost and effort, which is unfortunately now so apparent. Great Britain has found itself in similar circumstances upon more than one occasion, and has met these circumstances by parliamentary acts providing for the organization of public commissions, constituted of representatives of the different educational interests, and of prominent laymen and statesmen, which should sit for several months, exhaustively consider all the educational interests of the kingdom, formulate its conclusions, and report them to the law-making power. The reports of these commissions have uniformly carried great weight and been generally approved by Parliament. It seems to me that we might with great advantage follow this example. If we should call the leading representatives of all of our different educational interests, as well as a proper representation of the best lay thought and opinion in the State, into a convention which could sit for a reasonable time and consider all phases of our educational work, the result could not be otherwise than advantageous. The proceedings of such a body would be reported through the press and would be discussed among the people, and would probably stimulate educational activity more effectually than can be done in any other way. The conclusions of such a commission would have great weight with the people, and would be more than likely to be crystallized into the law of the State, by action of the Legislature. This whole subject is being considered by the educational bodies of the State, and up to this time the sentiment has been apparently unanimous in favor of it. As I understand the matter it is not expected to seek legislation this year, and not until all the educational bodies of the State shall have had time to act upon the matter. It is believed that in a little time these different bodies, speaking with unanimity and earnestness on behalf of the educational sentiment of the State, will come to the Legislature and ask that such a State commission or congress shall be created, and that then the movement will have assumed such force and proportions as to justify legislative action.

PROMINENT SCHOOL BUILDINGS.

To make such a representation of some of the fine school buildings of the State as was possible, and in the hope that it might serve to stimulate a more general interest in school architecture, I recently requested the several city and village superintendents, as well as the principals and superintendents of the different normal schools and institutions for the deaf and dumb, to cause photographs or plates of their buildings to be made and forwarded to the Department. I am, therefore, able to transmit herewith, a fair representation of, perhaps, fifty of the more prominent school buildings of the State. The haste with which the work has been performed and the imperative necessity for doing it at very small expense, if at all, has prevented the exercise of such care, as well as the use of such modern and artistic methods of representation as was desirable. Still, the exhibit will, perhaps, suffice for a beginning, and the experience which the undertaking has afforded will materially aid future undertakings of a similar character. Such a presentation as we are able to make, will, however, convey a very good idea of the appearance and character of some of our more prominent school buildings.

CONCLUSION.

It is the business of the State school system to provide at least an elementary education for every child of the commonwealth. It must be within easy reach of every home. It must be a comprehensive and practical education. It must fit for life's duties and responsibilities, for society and for citizenship. But this is not all. It must see that every child receives such an education. Without all this citizenship may prove unsafe and universal suffrage dangerous. The success of such an undertaking in such a State as New York depends upon wise and aggressive legislation. No greater or more difficult and complicated problem claims the attention of the Legislature. There is every reason for saying that it has not heretofore received the attention which its importance merits. The present outlook in the

State is most encouraging. Educational sentiment is buoyant and expectant. The considerate attention of the Legislature at the present time will readily give a substantial impetus to our State educational work, and gain for it a prominent and enviable position in the opinion of the country.

Respectfully submitted,

ANDREW S. DRAPER,

State Superintendent.

LIBRARY OF THE
UNIVERSITY OF CALIFORNIA

CHANGES
IN
GENERAL SCHOOL LAWS,
1890.

Changes in General School Laws, 1890.

The following changes in the General School Laws of the State were made by the Legislature of 1890 :

INCREASE OF GENERAL APPROPRIATION.

The annual appropriation bill making appropriation for the support of government for the fiscal year beginning October 1, 1890, increased the amount for the support of free schools from \$3,250,000 to \$3,500,000.

AMENDMENTS TO CONSOLIDATED SCHOOL ACT.

EMPLOYMENT OF TEACHERS.

Chapter 73.

Approved March 26, 1890, amends subdivision 9 of section 49 of title VII of said act.

Trustees may employ teachers for not less than ten weeks, instead of sixteen as heretofore, unless it be to fill out an unexpired term, when it may be for a shorter time.

COLLECTOR'S RETURN OF UNPAID TAXES.

Chapter 74.

Approved March 26, 1890, amends section 75 of title VII of same act, so as to authorize collectors to make oath before a notary public or other officers authorized to administer oaths, as well as before a justice of the peace or judge of a court of record to returns of unpaid taxes.

CUSTODY AND DISBURSEMENT OF PUBLIC MONEYS.

Chapter 175.

Approved April 23, 1890, amends the following sections of chapter 555, Laws of 1864 (the Consolidated School Act) :

Subdivision 1 of section 6 of title IV.

Subdivision 10 of section 49 of title VII.

Subdivision 13 of section 49 of title VII.

Subdivision 14 of section 49 of title VII.

Section 54 of title VII.

Subdivision 2 of section 60 of title VII.

Section 83 of title VII.

Section 88 of title VII.

The amendments provide:

That whenever a district collector shall have given bonds as provided by the amendment to section 83 of title VII, *supra*; the supervisor of the town shall pay over to such collector all moneys

in his hands applicable to the payment of teachers' wages in the district of the collector to be disbursed by him upon the order of a sole trustee or a majority of the trustees.

Trustees to pay teachers' wages by giving orders upon the supervisor or upon the collector.

Notice to be given to the treasurer of the county, and the superintendent of public instruction, of the fact if supervisor or collector shall not upon due requirement of the trustees pay moneys apportioned to the district.

Trustees required to certify in their annual reports the amount of their drafts upon supervisor or collector for school purposes.

If trustees of any district other than those within the limits of a city or incorporated village, shall by resolution, to be entered upon the minutes of their proceedings, decide that it is deemed by them to be for the best interests of the district, that the collector shall disburse to teachers the money apportioned by the State for teachers' wages, the collector shall thereafter execute a bond to the trustees with two or more sureties, in double amount of the last apportionment, conditioned for the due and faithful execution of the duties of his office as disbursing agent.

Collector shall report in writing to the supervisor on or before the first Tuesday of March in each year, the amount of school moneys in his hands not paid out on trustees' orders.

TEACHERS' INSTITUTES.

*When certain union free schools will not be required to be closed —
Apportionment of public money to schools closed during the time of
an institute.*

Chapter 524.

AN ACT to amend chapter five hundred and fifty-five of the laws of eighteen hundred and sixty-four, entitled "An act to revise and consolidate the general acts relating to public instruction."

APPROVED by the Governor June 6, 1890; PASSED, three-fifths being present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. Section five of title eleven of chapter five hundred and fifty-five of the laws of eighteen hundred and sixty-four, is hereby amended so as to read as follows:

§ 5. The trustees of every school district are hereby directed to give the teacher or teachers employed by them the whole of the time spent by such teacher or teachers in attending at any regular session or sessions of an institute in a county embracing the school district, or a part thereof, without deducting anything from his or their wages for the time so spent, and in order to secure to teachers the full exercise of this privilege (after the twentieth day of August, eighteen hundred and eighty-five) all schools in school districts and parts of school districts not included within the boundaries of an incorporated city or certain union free school districts hereinafter referred to, shall be closed during the time a teachers' institute shall be in session in the same county in which such schools are situated. In union free

school districts having a population of more than five thousand, and employing a superintendent whose time is exclusively devoted to the supervision of the schools therein, the schools may be closed or not, at the option of the board of education in said districts. In the apportionment of public school money, the schools thus closing in any school term shall be allowed the same *aggregate* pupil attendance during such time, as was the average weekly aggregate during that part of the term when the school was not thus closed, and any school continuing its sessions in violation of the above provision shall not be allowed any public money based upon the aggregate pupil attendance during the days the school was thus kept in session. Trustees and boards of education in such school districts and parts of school districts shall report, in their annual reports to the school commissioners, the number of days and dates thereof on which a teachers' institute was held in their counties during the school year, and whether schools under their charge were or were not, closed during such days; and whenever the trustees' report shows a district school has been supported for the full time required by law, including the time spent by the teacher or teachers in their employ in attendance upon such institute, and that the trustees have given the teacher or teachers the time of such absence, and have not deducted anything from his or their wages on account thereof, the superintendent of public instruction may include the district in his apportionment of the state school moneys, and direct that it be included by the school commissioner or commissioners in their apportionment of school moneys; provided always, that such school district be in all other respects entitled to be included in such apportionment.

§ 2. This act shall take effect immediately.

NON-RESIDENT TAXPAYERS.

Chapter 526.

Approved June 6, 1890; amends section 84 of title VII of chapter 555, Laws of 1864, so as to require collectors to give, either personally or by mail, notice of tax to non-residents, whose residence or post-office address may be known to collector or which may be ascertained from trustees or district clerk.

APPORTIONMENT OF PUBLIC MONEYS — DISTRICT QUOTAS.

Chapter 534.

Approved June 7, 1890; amends sections 6, 7 and 8 of title III of said act, which provides for the apportionment of public moneys.

The district quota shall be \$100 for each qualified teacher who shall have actually taught the school of the district for the preceding school year of thirty-two weeks of five school days each, inclusive of legal holidays.

The public money remaining shall be apportioned by the superintendent as follows:

Having so apportioned and distributed the said district quotas as specified in section seven of this act, the superintendent shall appor-

tion the remainder of said state school moneys, and also the library moneys, separately among the counties of the state, according to their respective population excluding Indians residing on their reservations, as the same shall appear from the last preceding state or United States census; but as to counties in which are situated cities having special school acts, he shall apportion to each city the part to which it shall so appear entitled, and to the residue of the county the part to which it shall appear to be so entitled. If the census, according to which the apportionment shall be made, does not show the sum of the population of any county or city, the superintendent shall, by the best evidence he can procure, ascertain and determine the population of such county or city at the time the census was taken and make his apportionment accordingly.

UNION FREE SCHOOL DISTRICTS.

Chapter 548.

Approved June 7, 1890, further amends section 8 of title IX of chapter 555, Laws of 1864, and provides that corporate authorities in districts whose boundaries correspond with those of an incorporated city or village, except cities organized under special acts, shall raise by tax such sums for school purposes which shall have been voted by a district meeting. Also to borrow money and issue bonds when so directed by a district meeting.

Chapter 548.

Also amends section 10 of title IX of same act, so as to require the following notice of the sale of bonds to be given by boards of education: By publication at least ten days prior thereto, twice in two newspapers if there shall be two, or one newspaper if there shall be but one published in such district; but if no newspaper shall be published therein, the said notice shall be posted up in at least ten of the most public places in said district ten days before the day of sale.

Sections 8, 9 and 10 of title IX of chapter 555, Laws of 1864, are made to apply to all districts established by and organized under special acts except those of cities.

TEACHERS' TRAINING CLASSES.

Chapter 170.

Approved April 23, 1890, is a consolidation of the acts relating to the professional instruction of common school teachers in academies and union schools, and supersedes chapter 425 of the Laws of 1877, and chapter 381 of the Laws of 1882. It provides that students admitted to teachers' training classes shall pursue a course of study prescribed by the superintendent, and continue under instruction not less than sixteen weeks.

Chapter 535.

Approved June 7, 1890, appropriates an additional sum of \$30,000 for the professional instruction and supervision of common school teachers in academies and union schools for the fiscal year.

FIRE-ESCAPES FOR SCHOOL BUILDINGS.**Chapter 431.**

AN ACT to require fire-escapes in connection with certain school buildings.

APPROVED by the Governor May 24, 1890; PASSED, three-fifths being present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. All school buildings which are more than two stories high shall have properly constructed stairways on the outside thereof with suitable doorways leading thereto from each story above the first, for use in case of fire. Such stairways shall be kept in good order and free from obstruction. It shall be the duty of the board of education or the trustees having charge of such school-houses, to cause such stairways to be constructed and maintained, and the reasonable and proper cost thereof, shall in each case be a legal charge upon the city or district, and shall be raised by tax, as other moneys are raised for school purposes. This act shall not apply to the cities of New York and Brooklyn.

§ 2. This act shall take effect immediately.

PENAL CODE.

Amendment to section 473, which relates to school officers.

Chapter 220.

AN ACT to amend section four hundred and seventy-three of the Penal Code.

BECAME a law without the approval of the Governor, in accordance with the provisions of article four, section nine of the Constitution, April 29, 1890; PASSED, three-fifths being present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. Section four hundred and seventy-three of the Penal Code, is hereby amended so as to read as follows:

§ 473. A public officer or school officer, who is authorized to sell or lease any property, or to make any contract in his official capacity, or to take part in making any such sale, lease or contract, who voluntarily becomes interested individually in such sale, lease or contract, directly or indirectly, except in cases where such sale, lease or contract, or payment under the same, is subject to audit or approval by the superintendent of public instruction, is guilty of a misdemeanor.

§ 2. This act shall take effect immediately.

LIST OF SCHOOL COMMISSIONERS.

1. LIST OF SCHOOL COMMISSIONERS IN THE STATE OF NEW YORK, ELECTED NOVEMBER 4, 1890, FOR THE TERM COMMENCING JANUARY 1, 1891, WITH POST-OFFICE ADDRESSES.

COUNTIES.	Districts.	Names.	Post-offices.
Albany	1	Edwin Hotaling	Delmar.
	2	Elias Young	Reidsville.
	3	James R. Main	Guilderland.
Allegany	1	Dawson D. Dickson*	Angelica.
	2	Stephen Pollard	Belmont.
Broome	1	John W. Kniskern	Deposit.
	2	James L. Lusk*	Binghamton.
Cattaraugus	1	Clark D. Day	East Ashford.
	2	Stanley N. Wheaton*	Little Valley.
Cayuga	1	J. Ervin Olmsted	Cato.
	2	Nelson J. Adams	Fleming.
Chautauqua	1	Clyde C. Hill	Clymer.
	2	Winfield A. Holcomb	Ripley.
	3	James R. Flagg*	Frewsburgh.
Chemung	1	John T. Smith	North Chemung.
Chenango	1	Dennis Thompson	Stanbro.
	2	Charles Clinton	Smithville Flats.
Clinton	1	Ezra J. Day*	Valcour.
	2	Alice I. Kinsley	Chazy.
Columbia	1	Myron Schermerhorn*	Glenco Mills.
	2	Orville Drumm*	Stuyvesant Falls.
Cortland	1	La Floyd Stillman*	Cortland.
	2	William A. Coon	Homer.
Delaware	1	Edward E. Conlon	Colchester.
	2	Charles V. Bookhout	Roxbury.
Dutchess	1	William R. Anderson*	Millbrook.
	2	John A. Vanderwater*	New Hamburg.
Erie	1	Irving D. Eckerson	Akron.
	2	Millard F. Russell†	South Wales.
	3	Wesley C. Dudley	South Wales.
Essex	1	John T. Heald	Upper Jay.
	2	Charles H. Wilson	Schroon Lake.
Franklin	1	Martin E. McClary	Malone.
	2	William G. Cushman*	Fort Covington.
Fulton	1	William W. Crouse	Broadalbin.
Genesee	1	William J. Barr*	Batavia.
Greene	1	Elbert R. Parsons*	Hunter.
	2	Newton Sweet*	New Baltimore.
Hamilton	1	George A. McCoy	Sageville.
Herkimer	1	Samuel H. Newberry*	Little Falls.
	2	Ellis D. Elwood	Starkville.
Jefferson	1	S. Whitford Maxson*	Adams Centre.
	2	J. Frank La Rue	Philadelphia.
	3	Perrin A. Strough	Orleans Corners.
Kings	1	Frederick C. Demund	Bath Beach.
Lewis	1	Eugene L. Dominick	Greig.
	2	Al-on Cook	Denmark.
Livingston	1	James D. Sullivan	Livonia.
	2	Austin B. Dunn*	Ossian.

* Re-elected.

† Appointed November 8, 1890, in place of Leslie W. Lake, resigned.

DEPARTMENT OF PUBLIC INSTRUCTION.

LIST OF SCHOOL COMMISSIONERS, 1891-3 — (Concluded).

COUNTIES.	Districts.	Names.	Post-offices.
Madison	1	Rollin C. Francis*	Georgetown.
	2	Daniel Keating*	Chittenango Falls.
Monroe	1	D. Edgar Parsons*	Rochester.
	2	Chauncey Brainard*	Chili Station.
Montgomery .....	...	John H. Weinmann	Fonda.
Niagara	1	Arch. C. Scoby	North Ridge.
	2	Charles N. Hoffman	Ransomville.
Oneida	1	Laura F. Mayhew	Marcy.
	2	Fred. E. Payne*	Clinton.
	3	Mrs. Nellie K. Tibbits	Camden.
	4	James McCullough	Remsen.
Onondaga	1	Milo C. Sharp	Liverpool.
	2	William J. Shotwell	Skaneateles.
	3	Mrs. Adelia H. Wilson	Fayetteville.
Ontario	1	LeGrand L. Morse*	Victor.
	2	Albert C. Aldridge*	Victor.
Orange	1	David A. Morrison*	Montgomery.
	2	Willard M. Clark	Middletown.
Orleans .....	...	Edward Possont†	Medina.
Oswego	1	Arthur W. Wiltsie	Hannibal.
	2	Hanford L. Stanton	West Amboy.
	3	Ferdinand E. Smith	Sandy Creek.
Otsego	1	John D. Cary	Richfield Springs.
	2	Elihu R. Gregory*	Edmeston.
Putnam .....	...	Millard F. Agor	Mahopac Falls.
Queens	1	Seth S. Surdam*	Oyster Bay.
	2	John B. Merrill	Woodhaven.
Rensselaer	1	Thomas H. Betts*	Cropseyville.
	2	Lewis N. S. Miller*	East Schodack.
Richmond .....	...	John J. Kenney*	New Brighton.
Rockland .....	...	Frank Comesky	Nyack.
St. Lawrence	1	Thompson B. Mackey*	Gouverneur.
	2	Charles S. Plank	Waddington.
	3	Frederick R. Smith*	Norwood.
Saratoga	1	George H. West	Galway.
	2	A. Edson Hall	Greenfield Center.
Schenectady .....	...	John C. Weast*	Rotterdam.
Schoharie	1	Sidney J. Perry	Livingstonville.
	2	Thomas E. Finegan	West Fulton.
Schuyler .....	...	Oren Andrew	Townsend.
Seneca .....	...	E. Seeley Bartlett	Kendaia.
Steuben	1	Clark W. Halliday	South Pultney.
	2	Howard B. Harrison*	Borden.
	3	Charles Moore	Canisteo.
Suffolk	1	Charles H. Howell*	Riverhead.
	2	William B. Codling*	Northport.
Sullivan	1	John Z. Twitchell	Barryville.
	2	John D. Scott*	Liberty.
Tioga .....	...	Leon O. Wiswell*	Nichols.
Tompkins	1	Charles Van Marter*	Newfield.
	2	Frank W. Knapp*†	Etna.
Ulster	1	John J. Moran*	Kingston.
	2	George Terwilliger*	High Falls.
	3	Edward C. Douglas*	Ellenville.
Warren .....	...	J. Freeman Wells*	Adirondack.
Washington	1	Joseph W. Barbur*	Greenwich.
	2	William H. Cook*	Hampton.
Wayne	1	Everett O'Neill*	Savannah.
	2	Mark C. Finley*	Palmyra.
Westchester	1	Jared Sandford*	Mount Vernon.
	2	James B. Lockwood*	White Plains.
	3	Timothy C. Adams*	Bedford Station.
Wyoming	1	Frank C. Benedict	Perry Center.
	2	Frank W. McElroy	Bliss.
Yates .....	...	Llewellyn J. Barden	Gage.

* Re-elected. † Appointed November 5, 1890, in place of Charles W. Smith, resigned

‡ Re-elected in 1889 — term began January 1, 1890.

EXHIBIT No. 1.

STATISTICAL TABLES.

1. STATEMENT OF STATE TAX LEVIED IN 1885 AND IN 1890.
2. STATEMENT OF SCHOOL TAX PAID AND SCHOOL MONEYS RECEIVED
BY EACH COUNTY.
3. APPORTIONMENT OF SCHOOL MONEYS.
4. ABSTRACT OF STATISTICAL REPORTS OF SCHOOL COMMISSIONERS.
5. ABSTRACT OF FINANCIAL REPORTS OF SCHOOL COMMISSIONERS.
6. INVESTMENT OF THE CAPITAL OF THE COMMON SCHOOL FUND.
7. COMPARATIVE STATISTICAL AND FINANCIAL STATEMENTS FOR THE
YEARS 1885 AND 1890.

EXHIBIT No. 1.

TABLE No. 1.

STATEMENT of the State tax of one mill levied in 1885, and of the State tax of one and four one-hundredths mills levied in 1890, for the support of common schools.

COUNTIES.	1885.		1890.	
	Valuation.	Amount of tax.	Valuation.	Amount of; tax.
Albany.....	\$80,113,190	\$80,113 19	\$89,813,395	\$93,405 93
Allegany.....	13,553,491	13,553 49	14,467,996	15,046 72
Broome.....	19,073,130	19,073 13	24,503,926	25,484 09
Cattaraugus.....	15,044,136	15,044 14	17,057,852	17,740 16
Cayuga.....	29,178,262	29,178 26	31,719,471	32,988 25
Chautauqua.....	23,811,953	23,811 95	26,178,450	27,225 59
Chemung.....	16,679,784	16,679 78	19,877,810	20,672 93
Chenango.....	16,907,928	16,907 93	18,033,416	18,754 75
Clinton.....	9,203,427	9,203 43	9,790,897	10,182 53
Columbia.....	28,357,755	28,357 76	27,552,650	28,654 76
Cortland.....	10,244,075	10,244 08	11,235,351	11,684 76
Delaware.....	12,891,891	12,891 89	13,342,871	13,876 59
Dutchess.....	43,309,577	43,309 58	47,003,394	48,883 53
Erie.....	108,198,880	108,198 88	165,787,370	172,418 87
Essex.....	10,013,296	10,013 30	10,167,143	10,573 82
Franklin.....	7,663,366	7,663 37	8,043,222	8,364 95
Fulton.....	7,878,310	7,878 31	8,895,134	9,250 94
Genesee.....	19,043,433	19,043 42	21,423,368	22,280 30
Greene.....	13,030,035	13,030 03	13,420,545	13,957 37
Hamilton.....	1,083,873	1,083 87	1,075,269	1,118 28
Herkimer.....	21,337,033	21,337 03	23,447,102	24,384 98
Jefferson.....	22,219,110	22,219 11	24,888,371	25,883 91
Kings.....	309,238,510	309,238 51	412,371,730	428,866 60
Lewis.....	8,412,081	8,412 08	8,780,108	9,131 31
Livingston.....	22,759,608	22,759 61	25,520,472	26,541 28
Madison.....	18,404,926	18,404 93	19,307,984	20,080 30
Monroe.....	72,823,543	72,823 54	100,012,981	104,013 50
Montgomery.....	21,253,109	21,253 11	24,787,253	25,778 74
New York.....	1,413,415,020	1,413,415 02	1,676,794,411	1,743,866 19
Niagara.....	24,124,039	24,124 04	27,314,232	28,406 80
Oneida.....	52,310,669	52,310 67	56,513,205	58,773 73
Onondaga.....	56,366,091	56,366 09	66,831,426	69,504 68
Ontario.....	26,489,878	26,489 88	29,525,109	30,706 12
Orange.....	40,335,987	40,335 99	43,393,995	45,129 76
Orleans.....	13,732,206	13,732 21	14,834,357	15,427 73
Oswego.....	21,526,179	21,526 18	23,164,658	24,091 24
Otsego.....	20,192,896	20,192 90	21,397,702	22,253 61
Putnam.....	7,121,354	7,121 35	7,318,470	7,611 21
Queens.....	40,057,231	40,057 23	48,977,385	50,936 48
Rensselaer.....	47,713,282	47,713 28	61,967,397	64,446 09
Richmond.....	11,103,863	11,103 86	12,990,422	13,510 04
Rockland.....	12,818,627	12,818 63	12,705,279	13,213 49
St. Lawrence.....	21,988,033	21,988 03	25,224,452	26,233 43
Saratoga.....	20,901,521	20,901 52	23,326,024	24,259 07
Schenectady.....	11,871,634	11,871 63	13,138,947	13,664 51
Schoharie.....	9,297,428	9,297 43	10,266,178	10,676 83
Schuyler.....	6,490,656	6,490 66	6,885,304	7,160 72
Seneca.....	14,028,684	14,028 68	15,423,859	16,040 81
Steuben.....	20,261,769	20,261 77	25,514,554	26,535 14
Suffolk.....	16,242,874	16,242 87	17,897,132	18,613 02
Sullivan.....	5,111,860	5,111 86	5,499,938	5,719 93
Tioga.....	10,985,304	10,985 30	11,879,566	12,354 75
Tompkins.....	13,936,212	13,936 21	13,983,944	14,543 30
Ulster.....	22,903,334	22,903 33	25,645,622	26,671 45
Warren.....	6,231,479	6,231 48	6,910,673	7,187 10
Washington.....	21,196,530	21,196 53	20,118,730	20,923 48
Wayne.....	23,381,268	23,381 27	25,257,462	26,267 76
Westchester.....	75,616,380	75,616 38	87,155,581	90,641 80
Wyoming.....	13,727,689	13,727 69	15,253,358	15,863 49
Yates.....	11,523,768	11,523 77	12,038,159	12,519 69
Total.....	\$3,094,731,457	\$3,094,731 46	\$3,683,653,062	\$3,830,999 19

TABLE No. 2.

STATEMENT showing the amount of school tax paid by each county, the amount of tax received back, the amount of Common School Fund received, and the total amount received by each county.

COUNTIES.	School tax paid.	School tax received.	Common School Fund received.	Total received.
Albany	\$93,405 93	\$84,122 60	\$7,603 81	\$91,726 41
Allegany	15,046 72	39,286 37	2,303 11	41,589 48
Broome	25,484 09	46,495 45	3,619 17	50,114 62
Cattaraugus	17,740 16	51,437 44	3,849 71	55,287 15
Cayuga	32,988 25	48,975 30	3,762 19	52,737 49
Chautauqua	27,225 59	59,028 24	5,142 50	64,170 74
Chemung	20,672 93	31,308 90	2,744 84	34,053 74
Chenango	18,754 75	38,101 43	2,999 98	41,101 41
Clinton	10,182 53	35,165 85	2,915 92	38,081 77
Columbia	28,654 76	30,779 31	2,700 88	33,480 19
Cortland	11,684 76	24,312 27	2,240 23	26,552 50
Delaware	13,876 59	46,175 08	2,663 19	48,838 27
Dutchess	48,883 53	47,045 14	3,765 03	50,810 17
Erie	172,418 87	163,287 20	12,514 00	175,801 20
Essex	10,573 82	27,926 44	1,654 86	29,581 30
Franklin	8,364 95	30,840 37	2,640 93	33,481 30
Fulton	9,250 94	24,092 02	3,101 20	27,193 22
Genesee	22,280 30	22,647 29	2,193 88	24,841 17
Greene	13,957 37	24,423 82	1,469 56	25,893 38
Hamilton	1,118 28	4,460 92	260 27	4,721 19
Herkimer	24,384 98	35,535 21	2,933 85	38,469 06
Jefferson	25,883 91	60,305 09	4,353 81	64,658 90
Kings	428,866 60	361,736 16	30,513 98	392,250 14
Lewis	9,131 31	28,162 31	1,641 51	29,803 82
Livingston	26,541 28	29,090 90	1,752 29	30,843 19
Madison	20,080 30	36,930 83	2,182 85	39,113 68
Monroe	104,013 50	103,879 21	7,517 57	111,396 78
Montgomery	25,778 74	26,854 72	2,568 18	29,422 90
New York	1,743,866 19	653,955 44	44,074 58	698,030 02
Niagara	28,406 80	39,450 16	2,385 22	41,835 38
Oneida	58,773 73	87,485 09	5,262 49	92,747 58
Onondaga	69,504 68	91,397 74	5,680 24	97,077 98
Ontario	30,706 12	37,250 32	2,163 50	39,413 82
Orange	45,129 76	59,021 29	3,594 72	62,616 01
Orleans	15,427 73	23,927 92	1,398 78	25,826 70
Oswego	24,091 24	56,977 36	3,373 67	60,351 03
Otsego	22,253 61	47,791 27	2,748 43	50,539 70
Putnam	7,611 21	9,975 78	615 68	10,591 46
Queens	50,936 48	61,890 63	3,980 80	65,871 43
Rensselaer	64,446 09	70,614 84	4,432 51	75,047 35
Richmond	13,510 04	22,131 28	1,497 45	23,628 73
Rockland	13,213 49	17,725 32	1,123 72	18,849 04
St. Lawrence	26,233 43	75,336 18	4,395 79	79,731 97
Saratoga	24,259 07	44,206 88	2,583 62	46,790 50
Schenectady	13,664 51	16,863 80	1,026 68	17,890 48
Schoharie	10,676 83	27,466 37	1,601 78	29,068 15
Schuyler	7,160 72	15,477 64	904 47	16,382 11
Seneca	16,040 81	18,894 26	1,166 72	20,060 98
Steuben	26,535 14	67,561 00	3,937 35	71,498 35
Suffolk	18,613 02	36,403 82	2,312 38	38,716 20
Sullivan	5,719 93	25,818 27	1,533 84	27,352 11
Tioga	12,354 75	27,933 12	1,590 94	29,524 06
Tompkins	14,543 30	27,663 48	1,601 25	29,264 73
Ulster	26,671 45	52,322 61	3,261 45	55,584 06
Warren	7,187 10	22,301 44	1,294 29	23,595 73
Washington	20,923 48	39,211 04	2,319 40	41,530 44
Wayne	26,267 76	37,885 63	2,284 46	40,170 09
Westchester	90,641 80	72,067 44	4,678 22	76,745 66
Wyoming	15,863 49	27,000 39	1,594 37	28,594 76
Yates	12,519 09	16,139 22	971 90	17,111 12
Indians .....	.....	3,874 30	.....	3,874 30
Contingent fund balance .....	.....	3,572 80	.....	3,572 80
Total	\$3,830,999 19	\$3,500,000 00	\$245,000 00	\$3,745,000 00

TABLE No. 3.
Apportionment of School Moneys for the year 1891.

COUNTIES. TOWNS AND CITIES.	Population.	Number of teachers employed for 32 weeks or more.	APPORTIONMENT FOR TEACHERS' WAGES.		Libraries.	Super- vision.	Total.
			District quotas.	According to population.			
Albany.....	46,971	199	\$19,900 00	\$9,722 52	\$392 61	.....	\$30,015 13
City.....	94,640	278	27,800 00	19,689 53	791 05	\$1,300 00	49,480 58
Cohoes.....	22,432	66	6,600 00	4,643 20	187 50	800 00	12,230 70
Allegany.....	43,137	323	32,300 00	8,928 92	360 56	.....	41,589 48
Broome.....	27,664	259	25,900 00	5,726 17	231 23	.....	31,857 40
Binghamton.....	35,093	99	9,900 00	7,263 90	293 32	800 00	18,257 22
Cattaraugus.....	60,772	414	41,400 00	12,579 19	507 96	800 00	55,287 15
Cayuga.....	39,298	277	27,700 00	8,134 29	328 47	.....	36,162 76
Auburn.....	25,887	102	10,200 00	5,358 35	216 38	800 00	16,574 73
Chautauqua.....	49,698	355	35,500 00	10,286 99	415 40	.....	46,202 39
Dunkirk.....	9,402	41	4,100 00	1,946 12	78 59	800 00	6,924 71
Jamestown.....	15,991	68	6,800 00	3,309 98	133 66	800 00	11,043 64
Chemung.....	20,009	132	13,200 00	4,141 66	167 25	.....	17,508 91
Elmira.....	28,070	97	9,700 00	5,810 21	234 62	800 00	16,544 83
Chenango.....	37,620	322	32,200 00	7,786 96	314 45	800 00	41,101 41
Clinton.....	45,423	275	27,500 00	9,402 10	379 67	800 00	38,081 77
Columbia.....	35,853	204	20,400 00	7,421 21	299 68	.....	28,120 89
Hudson.....	10,027	24	2,400 00	2,075 49	83 81	800 00	5,359 30
Cortland.....	28,570	196	19,600 00	5,913 70	238 80	800 00	26,552 50
Delaware.....	45,221	391	39,100 00	9,360 29	377 98	.....	48,838 27
Dutchess.....	54,760	261	26,100 00	11,334 77	457 71	.....	37,892 48
Poughkeepsie.....	22,836	72	7,200 00	4,726 82	190 87	800 00	12,917 69
Erie.....	67,817	354	35,400 00	14,037 44	566 85	.....	50,004 29
Buffalo.....	254,457	692	69,200 00	52,670 03	2,126 88	1,800 00	125,796 91
Essex.....	32,883	225	22,500 00	6,806 45	274 85	.....	29,581 30
Franklin.....	37,991	245	24,500 00	7,863 75	317 55	800 00	33,481 30
Fulton.....	23,786	138	13,800 00	4,923 46	198 82	800 00	19,722 28
Gloversville.....	13,796	37	3,700 00	2,855 63	115 31	800 00	7,470 94
Genesee.....	33,161	169	16,900 00	6,863 99	277 18	800 00	24,841 17
Greene.....	31,546	191	19,100 00	6,529 70	263 68	.....	25,893 38
Hamilton.....	4,742	37	3,700 00	981 55	39 64	.....	4,721 19
Herkimer.....	45,364	279	27,900 00	9,389 89	379 17	800 00	38,469 06
Jefferson.....	53,802	430	43,000 00	11,136 47	449 70	.....	54,586 17
Watertown.....	14,733	61	6,100 00	3,049 58	123 15	800 00	10,072 73

TABLE No. 3 — (Continued).

COUNTIES. TOWNS AND CITIES.	Population.	Number of teachers employed for 32 weeks or more.	APPORTIONMENT FOR TEACHERS' WAGES.		Libraries.	Super- vision.	Total.
			District quotas.	According to population.			
Kings.....	32,175	66	\$6,600 00	\$6,659 90	\$268 93	.....	\$13,528 83
Brooklyn.....	804,377	1,997	199,700 00	166,497 92	6,723 39	\$5,800 00	378,721 31
Lewis.....	29,737	234	23,400 00	6,155 26	248 56	.....	29,803 82
Livingston.....	37,814	227	22,700 00	7,827 12	316 07	.....	30,843 19
Madison.....	42,785	299	29,900 00	8,856 06	357 02	.....	39,113 68
Monroe.....	54,369	260	26,000 00	11,253 84	454 44	.....	37,708 28
Rochester.....	138,327	431	43,100 00	28,632 29	1,156 21	800 00	73,688 50
Montgomery.....	45,614	180	18,000 00	9,441 64	381 26	1,600 00	29,422 90
New York.....	1,513,501	3,598	359,800 00	313,279 42	12,650 60	12,300 00	698,030 02
Niagara.....	46,386	217	21,700 00	9,601 44	387 72	800 00	32,489 16
Lockport.....	16,003	51	5,100 00	3,312 46	133 76	800 00	9,346 22
Oneida.....	63,832	452	45,200 00	13,212 58	533 04	.....	58,946 12
Utica.....	44,001	156	15,600 00	9,107 76	367 78	800 00	25,875 54
Rome.....	14,980	39	3,900 00	3,100 71	125 21	800 00	7,925 92
Onondaga.....	57,831	362	36,200 00	11,970 43	483 38	.....	48,653 81
Syracuse.....	87,877	287	28,700 00	18,189 65	734 52	800 00	48,424 17
Ontario.....	48,358	274	27,400 00	10,009 62	404 20	1,600 00	39,413 82
Orange.....	71,399	319	31,900 00	14,778 87	596 79	1,600 00	48,875 66
Newburgh.....	25,263	75	7,500 00	5,229 19	211 16	800 00	13,740 35
Orleans.....	30,772	179	17,900 00	6,369 49	257 21	800 00	25,326 70
Oswego.....	49,923	369	36,900 00	10,333 56	417 28	.....	47,650 84
City.....	21,826	72	7,200 00	4,517 76	182 43	800 00	12,700 19
Otsego.....	50,800	388	38,800 00	10,515 09	424 61	800 00	50,539 70
Putnam.....	14,820	74	7,400 00	3,067 59	123 87	.....	10,591 46
Queens.....	96,707	267	26,700 00	20,017 37	808 33	1,600 00	49,125 70
Long Island City.....	30,396	94	9,400 00	6,291 67	254 05	800 00	16,745 73
Rensselaer.....	63,600	302	30,200 00	13,164 56	531 60	800 00	44,696 16
Troy.....	60,605	165	16,500 00	12,544 62	500 57	800 00	30,351 19
Richmond.....	49,356	130	13,000 00	10,216 19	412 54	.....	23,628 73
Rockland.....	35,055	105	10,500 00	7,256 03	293 01	800 00	18,849 04
St. Lawrence.....	73,460	569	56,900 00	15,205 48	614 02	.....	72,719 50
Ogdensburg.....	11,667	37	3,700 00	2,414 95	97 52	800 00	7,012 47
Saratoga.....	57,537	328	32,800 00	11,909 58	480 92	1,600 00	46,790 50
Schenectady.....	8,425	63	6,300 00	1,743 89	70 42	.....	8,114 31
City.....	19,857	47	4,700 00	4,110 20	165 97	800 00	9,776 17
Schoharie.....	29,107	228	22,800 00	6,024 86	243 20	.....	29,068 15
Schuyler.....	16,634	128	12,800 00	3,443 07	139 04	.....	16,382 11
Seneca.....	28,145	140	14,000 00	5,825 73	235 25	.....	20,060 98

Steuben.....	81,256	524 ^T	52,400 00	16,819 17	679 18	1,600 00	71,494 36
Suffolk.....	62,300	253	25,300 00	12,895 47	520 73	.....	38,716 20
Sullivan.....	30,890	207 ["]	20,700 00	6,393 92	258 19	.....	27,352 11
Tioga.....	29,831	223	22,300 00	6,174 72	249 34	800 00	29,524 06
Tompkins.....	21,249	177	17,700 00	4,398 33	177 61	.....	22,275 94
Ithaca.....	11,557	37	3,700 00	2,392 19	96 60	800 00	6,988 79
Ulster.....	86,762	361	36,100 00	17,958 86,	725 20	800 00	55,584 06
Warren.....	27,842	168	16,800 00	5,763 01	232 72	800 00	23,596 73
Washington.....	45,649	317	31,700 00	9,448 88 ¹	381 56	.....	41,530 44
Wayne.....	49,548	295	29,500 00	10,255 94	414 15	.....	40,170 09
Westchester.....	114,296	368	36,800 00	23,658 12	955 34	*852 90	62,266 36
Yonkers.....	31,945	68	6,800 00	6,612 29	267 01	800 00	14,479 30
Wyoming.....	31,088	219	21,900 00	6,434 91	259 85	.....	28,594 76
Yates.....	20,948	126	12,600 00	4,336 03 ["]	175 09	.....	17,111 12
Salaries of school commissioners.....	.....	.....	.....	.....	.....	115,500 00	115,500 00
Indians.....	4,707	29	.....	.....	.....	3,874 30	3,874 30
Contingent Fund balance.....	.....	.....	.....	.....	.....	3,572 80	3,572 80
Total.....	5,986,641	23,894	\$2,386,500 00	\$1,238,200 00	\$50,000 00	\$185,800 00	\$3,860,500 00

* Includes \$52.90 for separate neighborhood, North Castle.

TABLE No. 4.

Abstract of the Statistical Reports of School Commissioners of the State of New York for the year ending July 25, 1890.

COUNTIES. TOWNS AND CITIES.	Number of districts.	1. Number of licensed teachers employed at the same time for 32 weeks or more.	2. Number of children between 5 and 21 years of age resid- ing in district June 30, 1890.	3. Number of private schools.	4. Number of pupils attending private schools.	5. Average number of weeks school was kept by teachers duly licensed.	7. TEACHERS.					8. Number of gradu- ates from a normal school.	9. Number ever attend- ed a normal school without graduating.	19. Number of inspections by commissioners.
							LICENSED BY							
							Local Officers.	State Supt.	Normal Schools.	Males.	Females.			
Albany, towns.....	151	199	13,652	6	29	37.4	186	11	42	60	179	46	24	330
City.....	23	278	36,000	40	5,000	39.0	221	9	48	23	255	48	.....	.....
Cohoes.....	12	66	9,103	5	1,235	40.0	56	2	8	1	65	8	3	242
Allegany.....	256	323	12,888	.....	.....	34.2	494	26	14	82	452	49	21	424
Broome, towns.....	215	259	8,642	.....	.....	34.2	394	7	19	67	353	28	36	.....
Binghamton.....	10	99	8,545	5	402	40.0	99	6	16	7	114	16	1	.....
Cattaraugus.....	286	414	18,511	2	110	35.0	587	15	45	106	541	62	95	185
Cayuga, towns.....	235	277	10,954	2	26	34.6	468	6	18	105	387	18	19	382
Auburn.....	15	102	7,372	5	1,200	37.8	95	5	5	5	100	5	.....	.....
Chautauqua, towns.....	284	355	13,778	.....	.....	33.9	522	11	69	95	507	68	86	285
Dunkirk.....	9	41	3,160	3	548	40.0	33	2	6	1	40	6	3	.....
Jamestown.....	10	68	4,679	2	252	39.0	72	4	1	2	75	1	.....	.....
Chemung, towns.....	114	182	5,239	1	50	35.3	202	2	4	38	170	5	18	126
Elmira.....	10	97	7,968	6	760	40.0	85	1	26	8	104	26	1	.....
Chenango.....	271	322	9,829	.....	.....	34.0	435	8	20	86	377	23	33	353
Clinton.....	204	275	16,213	8	643	34.4	398	6	18	59	363	19	43	495
Columbia, towns.....	176	204	9,866	10	72	37.1	210	12	31	71	182	32	19	250
Hudson.....	3	24	3,700	3	450	40.0	23	.....	1	.....	24	1	.....	.....
Cortland.....	160	196	7,611	3	90	33.7	301	34	11	74	272	43	136	322
Delaware.....	348	391	12,729	1	30	33.6	601	12	18	160	471	13	7	281
Dutchess, towns.....	204	261	15,450	25	264	38.4	219	15	29	53	210	27	35	236
Poughkeepsie.....	11	72	6,000	9	750	38.8	80	3	4	2	85	4	.....	.....
Erie, towns.....	276	354	21,468	14	1,062	35.6	487	7	45	106	433	44	36	391
Buffalo.....	51	692	82,000	52	13,529	39.0	570	61	119	50	700	119	64	.....
Essex.....	181	225	10,609	.....	.....	38.2	362	15	1	49	329	6	15	230
Franklin.....	181	245	11,691	.....	.....	33.8	301	2	13	34	282	15	27	218

Fulton, towns	111	6,793	.....	.....	.....	34.8	191	2	13	38	168	13	12	198
Gloversville.....	6	3,658	.....	.....	.....	40.0	7	36	.....	3	40	36	1	.....
Genesee.....	133	9,556	.....	.....	.....	35.6	245	5	16	75	191	18	60	209
Greene.....	153	8,521	.....	.....	.....	35.5	233	4	14	69	182	14	18	313
Hamilton.....	37	1,443	.....	.....	.....	32.4	62	.....	.....	14	48	.....	.....	71
Herkimer.....	279	12,592	.....	.....	.....	35.6	388	11	24	84	339	24	19	326
Jefferson, towns.....	356	15,043	.....	.....	.....	33.5	692	5	13	127	583	14	28	572
Watertown.....	9	4,053	.....	.....	.....	40.0	57	5	3	5	60	3	.....	.....
Kings, towns.....	16	7,624	.....	.....	.....	40.8	44	10	13	18	49	20	5	40
Brooklyn.....	93	275,000	.....	.....	.....	41.0	2,131	26	20	97	2,080	20	6	.....
Lewis.....	217	9,208	.....	.....	.....	33.9	314	1	9	40	284	10	26	344
Livingston.....	179	11,017	.....	.....	.....	34.9	299	3	57	81	268	54	114	236
Madison.....	220	11,565	.....	.....	.....	34.8	429	7	28	90	374	25	44	392
Monroe, towns.....	217	16,117	.....	.....	.....	36.3	296	13	55	90	274	74	188	201
Rochester.....	33	44,000	.....	.....	.....	40.0	419	9	14	17	425	14	3	.....
Montgomery.....	116	13,544	.....	.....	.....	37.8	201	15	43	76	183	37	28	229
New York.....	137	479,000	.....	.....	.....	39.8	4,144	196	43	614	3,769	43	.....	.....
Niagara, towns.....	161	14,269	.....	.....	.....	36.1	309	5	17	84	247	20	11	256
Lockport.....	51	4,800	.....	.....	.....	40.0	46	3	5	4	50	5	.....	.....
Oneida, towns.....	375	18,703	.....	.....	.....	33.6	652	11	11	150	524	10	13	657
Utica.....	18	14,549	.....	.....	.....	40.0	174	.....	2	6	170	2	.....	.....
Rome.....	8	3,000	.....	.....	.....	37.4	30	3	8	4	37	8	.....	.....
Onondaga, towns.....	270	16,606	.....	.....	.....	36.3	393	20	28	111	330	21	61	494
Syracuse.....	28	24,600	.....	.....	.....	40.0	284	15	7	16	290	7	.....	.....
Ontario.....	194	13,642	.....	.....	.....	35.7	348	6	29	73	310	29	65	390
Orange, towns.....	181	21,265	.....	.....	.....	38.5	327	21	45	66	327	44	13	289
Newburgh.....	6	7,021	.....	.....	.....	39.6	73	.....	10	7	76	10	1	.....
Orleans.....	126	8,712	.....	.....	.....	35.8	245	2	12	64	195	12	67	314
Oswego, towns.....	293	14,265	.....	.....	.....	34.2	514	8	34	97	459	33	72	534
City.....	14	7,743	.....	.....	.....	40.0	3	.....	74	3	74	74	.....	.....
Otsego.....	312	13,238	.....	.....	.....	34.0	599	12	14	171	454	17	36	613
Putnam.....	59	3,874	.....	.....	.....	38.0	60	2	15	20	57	15	2	79
Queens, towns.....	87	30,197	.....	.....	.....	39.9	183	17	72	52	220	73	10	150
Long Island City.....	18	9,500	.....	.....	.....	41.0	99	2	4	4	101	4	1	.....
Rensselaer, towns.....	178	18,778	.....	.....	.....	36.7	286	11	50	68	279	50	48	293
Troy.....	16	20,000	.....	.....	.....	39.0	169	.....	2	19	152	2	.....	.....
Richmond.....	29	15,407	.....	.....	.....	39.9	104	13	16	31	102	30	40	55
Rockland.....	47	9,669	.....	.....	.....	40.7	75	5	29	33	76	30	12	74
St. Lawrence, towns.....	486	21,785	.....	.....	.....	33.6	819	7	66	119	773	65	184	324
Ogdensburg.....	10	4,415	.....	.....	.....	40.0	32	3	3	4	34	3	1	.....
Saratoga.....	217	15,841	.....	.....	.....	35.5	420	15	36	68	403	34	20	361
Schenectady, towns.....	60	3,058	.....	.....	.....	35.9	65	1	2	12	56	2	8	137
City.....	7	5,700	.....	.....	.....	39.0	46	.....	2	2	46	2	.....	.....
Schoharie.....	196	8,009	.....	.....	.....	34.8	295	6	25	134	192	25	47	376
Schuyler.....	108	4,381	.....	.....	.....	34.4	196	3	3	60	142	3	5	129
Seneca.....	95	7,295	.....	.....	.....	36.8	175	7	.....	47	135	2	15	279
Steuben.....	380	23,700	.....	.....	.....	35.0	802	9	20	176	655	35	64	301
Suffolk.....	146	16,532	.....	.....	.....	38.5	162	11	87	56	204	89	44	236
Sullivan.....	187	10,407	.....	.....	.....	33.9	279	3	8	97	193	19	35	226

TABLE No. 4—(Continued).

COUNTIES. TOWNS AND CITIES.	Number of districts.	1. Number of licensed teachers employed at the same time for 32 weeks or more.	2. Number of children between 5 and 21 years of age resid- ing in district June 30, 1890.	3. Number of private schools.	4. Number of pupils attending private schools.	5. Average number of weeks school was kept by teachers duly licensed.	7. TEACHERS.					8. Number of gradu- ates from a normal school.	9. Number ever attend- ed a normal school without graduating.	19. Number of inspections by commissioner.
							LICENSED BY							
							Local officers.	State Supt.	Normal schools	Males.	Females.			
Tioga	152	223	8,366	1	20	35.8	285	4	5	40	254	16	139	
Tompkins, towns	149	177	5,884	2	19	34.0	230	1	28	59	200	31	304	
Ithaca	6	37	2,803	1	275	40.0	28	2	8	3	35	1	.....
Ulster	234	361	27,200	19	640	38.2	334	13	50	106	291	54	420	
Warren	136	168	8,329	.....	.....	33.6	265	4	7	31	245	4	117
Washington	235	317	13,621	5	46	35.0	472	9	25	78	428	24	422	
Wayne	215	295	14,395	1	10	35.5	418	9	26	118	335	15	385	
Westchester, towns	143	368	32,526	52	3,069	39.8	245	22	102	59	310	39	221	
Yonkers	8	68	9,719	12	1,900	38.2	44	5	23	4	68	2	.....
Wyoming	171	219	8,846	1	22	34.3	321	7	16	69	275	51	332	
Yates	103	126	5,555	1	169	36.4	197	6	2	51	154	9	228	
Total for towns.....	11,216	15,074	756,508	1,171	14,131	35.7	19,626	535	1,562	4,447	17,276	2,302	17,016	
Total for cities.....	578	8,791	1,088,088	817	146,865	39.9	9,120	398	462	911	9,069	88	.....
Total for State.....	11,794	23,865	1,844,596	1,988	160,996	37.3	28,746	933	2,024	5,358	26,345	2,390	17,016	

TABLE No. 4—(Continued).

STATISTICAL TABLES.

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COUNTIES. TOWNS AND CITIES.	NUMBER OF CHILDREN ATTENDING SCHOOL DURING THE YEAR.			AVERAGE DAILY ATTENDANCE DURING THE YEAR.			WHOLE NUMBER OF DAYS OF AT- TENDANCE AT THE SCHOOL DURING THE YEAR.		
	10.	11.	12.	13.	14.	15.	16.	17.	18.
	Residing in the district.	Residing in other districts.	Total.	Of children residing in the district.	Of chil- dren re- siding in other dis- tricts.	Total.	Of children residing in the district.	Of chil- dren re- siding in other dis- tricts.	Total.
Albany, towns	8,080	272	8,352	4,395,934	128,616	4,525,550	836,828	24,616	861,444
City	14,389	.....	14,389	10,264,000	.....	10,264,000	1,950,293	.....	1,950,293
Cohoes	2,619	.....	2,619	1,737,600	.....	1,737,600	347,879	.....	347,879
Allegany	9,871	727	10,598	5,747,984	305,399	6,053,383	994,573	57,893	1,052,466
Broome, towns	7,019	305	7,324	4,175,738	137,357	4,313,095	720,865	25,115	745,980
Binghamton	4,763	.....	4,763	3,530,000	.....	3,530,000	695,622	.....	695,622
Cattaraugus	14,282	693	14,975	8,542,953	270,423	8,813,376	1,504,304	48,361	1,552,665
Cayuga, towns	8,081	583	8,664	4,426,844	230,508	4,657,352	783,363	42,633	825,996
Auburn	3,534	.....	3,534	2,620,000	.....	2,620,000	495,168	.....	495,168
Chautauqua, towns	10,346	701	11,047	5,845,020	267,884	6,112,904	1,015,719	51,475	1,067,194
Dunkirk	1,315	.....	1,315	957,463	.....	957,463	185,748	.....	185,748
Jamestown	2,720	.....	2,720	2,063,000	.....	2,063,000	402,309	.....	402,309
Chemung, towns	4,032	190	4,222	2,293,994	67,712	2,261,706	377,919	12,567	390,486
Elmira	4,943	.....	4,943	3,400,000	.....	3,400,000	665,353	.....	665,353
Chenango	8,036	682	8,718	4,790,115	298,949	5,089,064	794,601	52,983	846,984
Clinton	10,585	426	11,011	5,682,957	177,942	5,860,899	942,988	30,255	973,243
Columbia, towns	6,980	274	7,254	3,668,368	115,970	3,784,338	675,156	19,874	695,030
Hudson	1,326	.....	1,326	912,000	.....	912,000	183,157	.....	183,157
Cortland	5,380	246	5,626	3,207,044	109,359	3,316,403	551,438	16,410	567,848
Delaware	9,836	521	10,357	5,621,001	213,416	5,834,417	943,447	38,372	981,819
Dutchess, towns	9,966	57	10,023	5,363,709	18,222	5,381,931	1,036,173	3,266	1,039,439
Poughkeepsie	3,004	.....	3,004	2,243,600	.....	2,243,600	435,142	.....	435,142
Erie, towns	13,659	657	14,316	7,776,874	294,685	8,071,559	1,365,738	53,191	1,418,929
Buffalo	34,662	.....	34,662	22,029,000	.....	22,029,000	4,286,955	.....	4,286,955
Essex	7,614	371	7,985	4,211,247	135,038	4,346,285	725,516	22,309	747,825
Franklin	8,967	408	9,375	4,744,143	159,504	4,903,647	819,090	29,651	848,741
Fulton, towns	4,870	138	5,008	2,830,228	35,648	2,865,876	507,754	7,297	515,051
Gloversville	2,505	.....	2,505	1,720,000	.....	1,720,000	328,610	.....	328,610
Genesee	6,093	224	6,317	3,638,632	102,011	3,740,643	656,665	19,312	675,977
Greene	6,378	202	6,580	3,485,846	92,686	3,578,532	619,730	17,744	637,474
Hamilton	1,086	.....	1,086	536,165	.....	536,165	86,604	.....	86,604

TABLE No. 4—(Continued).

COUNTIES. CITIES AND TOWNS.	NUMBER OF CHILDREN ATTENDING SCHOOL DURING THE YEAR.			AVERAGE DAILY ATTENDANCE DURING THE YEAR.			WHOLE NUMBER OF DAYS OF AT- TENDANCE AT THE SCHOOL DUR- ING THE YEAR.		
	10.	11.	12.	13.	14.	15.	16.	17.	18.
	Residing in the district.	Residing in other districts.	Total.	Of children residing in the district.	Of chil- dren re- siding in other dis- tricts.	Total.	Of children residing in the district.	Of chil- dren re- siding in other dis- tricts.	Total.
Herkimer	8,665	441	9,106	5,231,891	226,278	5,458,169	940,499	41,779	982,278
Jefferson, towns.....	11,398	603	12,001	6,457,307	237,884	6,695,191	1,099,757	41,101	1,140,858
Watertown.....	2,430	.....	2,430	1,646,000	.....	1,646,000	336,872	.....	336,872
Kings, towns.....	3,805	69	3,874	2,108,724	34,807	2,143,531	423,769	6,947	430,716
Brooklyn	112,461	.....	112,461	73,935,000	.....	73,935,000	15,107,443	.....	15,107,443
Lewis	6,657	295	6,952	3,656,730	106,684	3,763,414	581,346	16,578	597,924
Livingston	7,059	351	7,410	4,146,226	195,024	4,341,250	723,784	37,297	761,081
Madison	8,643	732	9,375	4,937,266	320,377	5,257,643	857,300	59,237	916,537
Monroe, towns.....	10,401	569	10,970	5,829,430	230,762	6,060,192	1,046,549	48,459	1,095,008
Rochester	17,042	.....	17,042	13,198,000	.....	13,198,000	2,458,950	.....	2,458,950
Montgomery	8,001	263	8,264	4,587,584	121,056	4,708,640	875,672	.....	898,474
New York.....	237,930	.....	237,930	156,374,000	.....	156,374,000	30,152,567	.....	30,152,567
Niagara, towns	8,902	315	9,217	5,152,359	121,584	5,273,943	925,105	22,244	947,349
Lockport	2,730	.....	2,730	1,921,120	.....	1,921,120	378,460	.....	378,460
Oneida, towns.....	13,600	701	14,301	7,832,075	299,939	8,132,014	1,317,881	54,699	1,372,580
Utica	6,853	.....	6,853	4,833,000	.....	4,833,000	876,746	.....	876,746
Rome	2,096	.....	2,096	1,305,100	.....	1,305,100	244,065	.....	244,065
Onondaga, towns.....	11,749	883	12,632	7,068,232	433,611	7,501,843	1,276,269	80,108	1,356,377
Syracuse	13,401	.....	13,401	10,415,000	.....	10,415,000	2,030,925	.....	2,030,925
Ontario	9,497	584	10,081	5,665,088	268,958	5,934,046	981,002	48,526	1,029,528
Orange, towns	14,118	400	14,518	8,229,868	222,848	8,452,716	1,565,001	42,421	1,607,422
Newburgh.....	3,437	.....	3,437	2,483,606	.....	2,483,606	491,754	.....	491,754
Orleans	6,440	389	6,829	3,593,002	194,799	3,787,801	650,629	36,646	687,275
Oswego, towns.....	11,501	740	12,241	6,649,544	331,849	6,981,393	1,165,910	61,782	1,227,692
City	3,709	.....	3,709	2,508,000	.....	2,508,000	491,568	.....	491,568
Otsego.....	10,128	708	10,836	5,699,190	291,881	5,991,071	990,098	51,222	1,041,320
Putnam	2,635	95	2,730	1,501,693	36,590	1,538,283	252,070	5,308	257,378
Queens, towns	14,797	336	15,133	8,582,419	195,659	8,778,078	1,707,478	38,227	1,745,705
Long Island City	6,403	.....	6,403	4,047,000	.....	4,047,000	777,908	.....	777,908
Rensselaer, towns	11,665	242	11,907	6,947,615	89,732	7,037,347	1,283,476	15,737	1,299,213
Troy	7,712	.....	7,712	5,235,000	.....	5,235,000	1,101,911	.....	1,101,911

Richmond	7,237	395	7,632	4,450,085	221,463	4,671,548	880,992	43,673	924,665
Rockland	5,598	93	5,691	3,341,230	63,121	3,404,361	622,034	12,307	634,341
St. Lawrence, towns	16,271	912	17,183	9,199,778	379,014	9,578,792	1,543,665	67,776	1,611,441
Ogdensburg	1,812	.....	1,812	1,142,453	.....	1,142,453	221,636	.....	221,636
Saratoga	11,265	432	11,697	6,798,775	199,931	6,998,706	1,208,728	85,155	1,243,883
Schenectady, towns	1,971	46	2,017	1,068,870	16,358	1,085,228	187,978	2,395	190,373
City	2,415	.....	2,415	1,633,000	.....	1,633,000	310,203	.....	310,203
Schoharie	6,433	265	6,698	3,457,784	95,591	3,553,375	597,073	17,316	614,389
Schuylcr	3,436	143	3,579	1,966,413	54,178	2,020,591	347,698	9,785	357,483
Seneca	4,868	256	5,124	2,963,912	118,267	3,082,179	542,840	21,507	564,347
Steuben	17,563	1,002	18,565	10,020,993	392,565	10,413,558	1,813,358	71,080	1,884,438
Suffolk	10,937	270	11,207	6,556,564	163,780	6,720,344	1,230,954	30,221	1,261,175
Sullivan	7,743	222	7,965	3,926,620	70,467	3,997,087	667,080	12,284	679,364
Tioga	6,630	378	7,008	3,860,553	165,749	4,026,302	704,809	31,625	736,434
Tompkins, towns	4,331	487	4,818	2,576,980	237,305	2,814,285	438,968	44,348	483,316
Ithaca	1,854	.....	1,854	1,391,000	.....	1,391,000	272,670	.....	272,670
Ulster	17,701	583	18,284	9,449,276	278,237	9,727,513	1,792,325	54,193	1,846,518
Warren	5,605	154	5,759	2,918,654	51,511	2,970,165	490,391	9,227	499,618
Washington	9,813	600	10,413	5,720,820	255,558	5,976,378	1,003,807	46,947	1,050,754
Wayne	10,866	635	11,501	6,382,994	301,274	6,684,268	1,136,273	56,350	1,192,623
Westchester, towns	16,567	444	17,011	10,524,977	265,506	10,790,483	2,038,575	51,675	2,090,250
Yonkers	3,384	.....	3,384	2,474,318	.....	2,474,318	472,595	.....	472,595
Wyoming	6,702	586	7,288	3,939,745	269,904	4,209,649	680,000	49,855	729,855
Yates	3,890	166	4,056	2,294,708	62,493	2,357,201	415,426	16,588	432,014
Total for towns	516,249	24,462	540,711	296,181,770	10,783,923	306,965,693	52,964,440	1,988,751	54,953,191
Total for cities	501,449	.....	501,449	335,018,260	.....	335,018,260	65,702,509	.....	65,702,509
Total for State	1,017,598	24,462	1,042,160	632,200,030	10,783,923	642,983,953	118,666,949	1,988,751	120,655,700

TABLE No. 4 — (Continued).

COUNTIES. TOWNS AND CITIES.	ARBOR DAY.		DISTRICT LIBRARIES.		SCHOOL-HOUSES.					23.	
	Number of districts reporting.	Number of trees planted.	20.		21.	22.				Value of school-house sites.	Value of school-houses and sites.
			Number of volumes in district library.	Value of library.		Log.	Frame.	Brick.	Stone.		
Albany, towns	105	474	7,302	\$5,766	64	.....	115	33	6	\$36,265	\$206,752
City	.....	1	6,448	8,000	.....	.....	1	22	.....	18,000	704,000
Cohoes	.....	.....	3,193	3,200	.....	.....	3	9	.....	41,000	111,000
Allegany	156	646	5,890	4,134	87	.....	240	4	.....	33,912	187,517
Broome, towns	212	408	5,447	3,458	36	.....	211	3	.....	22,262	136,744
Binghamton	.....	8	6,736	8,698	.....	.....	.....	10	.....	56,831	270,667
Cattaraugus	190	706	11,106	8,665	107	1	281	16	.....	58,558	365,070
Cayuga, towns	149	516	6,956	3,282	90	.....	196	31	8	26,945	194,045
Auburn	.....	3	800	750	.....	.....	.....	15	.....	75,000	260,000
Chautauqua, towns	227	808	8,172	6,961	77	.....	267	17	.....	36,057	320,732
Dunkirk	.....	46	872	906	.....	.....	2	7	.....	30,000	114,000
Jamestown	.....	27	2,459	3,862	.....	.....	2	8	.....	47,600	153,960
Chemung, towns	85	472	2,873	1,497	50	.....	114	.....	.....	13,497	71,890
Elmira	.....	9	3,450	2,500	.....	.....	1	9	.....	82,000	380,000
Chemango	232	691	16,410	9,862	161	.....	272	4	.....	33,573	224,763
Clinton	129	332	6,689	3,782	87	19	170	27	10	22,974	188,495
Columbia, towns	139	327	7,029	3,803	66	.....	158	12	.....	27,824	168,015
Hudson	.....	1	4,453	3,500	.....	.....	.....	3	.....	12,000	45,000
Cortland	120	345	5,754	3,217	133	.....	158	6	1	23,516	131,740
Delaware	257	680	7,578	4,585	106	1	347	1	2	25,885	178,770
Dutchess, towns	176	386	9,304	3,736	105	.....	188	16	.....	37,563	240,250
Poughkeepsie	.....	7	16,817	21,785	.....	.....	2	9	.....	25,400	143,005
Erie, towns	187	661	18,230	14,175	145	1	230	47	5	43,945	340,203
Buffalo	.....	76	30,263	27,667	.....	.....	6	45	.....	389,575	1,602,925
Essex	118	376	6,942	5,321	71	5	165	16	3	17,360	118,506
Franklin	108	580	7,473	6,272	58	11	174	10	3	28,598	177,143
Fulton, towns	75	230	4,541	2,057	27	.....	109	5	.....	23,250	102,560
Gloversville	.....	.....	589	630	.....	.....	2	4	.....	20,000	75,000
Genesee	119	391	13,121	11,261	51	.....	114	9	13	29,965	257,459

Greene	96	379	5,400	1,834	44	.....	141	7	5	153	22,123	145,573
Hamilton	37	19	25	8	1	2	35	.....	.....	37	1,790	15,535
Herkimer	129	439	15,693	11,336	96	.....	169	15	11	195	69,895	314,600
Jefferson, towns	225	721	6,759	2,771	105	.....	324	4	25	353	39,302	278,156
Watertown .....	.....	45	4,000	4,000	.....	.....	.....	8	1	9	12,000	137,000
Kings, towns	15	33	7,337	4,425	13	.....	.....	3	.....	20	50,850	186,050
Brooklyn .....	.....	138	18,000	20,000	.....	.....	7	86	.....	93	1,058,923	5,678,536
Lewis	120	466	4,377	2,014	69	.....	207	6	3	216	15,307	123,072
Livingston	147	650	6,851	7,229	58	.....	169	11	3	183	22,190	189,130
Madison	203	425	13,537	7,997	125	.....	211	9	4	224	30,949	205,845
Monroe, towns	174	699	4,872	3,431	64	.....	136	60	20	216	62,714	305,934
Rochester .....	.....	15	21,000	21,000	.....	.....	.....	33	.....	33	150,000	900,000
Montgomery	84	331	8,448	5,460	49	.....	99	15	7	121	58,185	232,633
New York .....	.....	.....	34,633	15,585	.....	.....	5	132	.....	137	5,583,300	14,276,300
Niagara, towns	130	561	10,678	6,010	49	.....	105	41	20	166	55,743	258,918
Lockport .....	.....	5	4,450	4,381	.....	.....	1	5	1	7	62,497	135,697
Oneida, towns	273	816	15,811	8,377	197	.....	348	12	15	375	40,716	288,535
Utica .....	.....	7	12,840	24,122	.....	.....	.....	18	.....	18	98,827	340,518
Rome .....	.....	.....	1,568	953	.....	.....	2	6	.....	8	25,000	78,000
Onondaga, towns	197	.....	13,812	8,821	153	.....	210	43	23	276	56,720	308,915
Syracuse .....	.....	.....	21,518	34,000	.....	.....	7	21	.....	28	225,000	950,000
Ontario	160	506	10,599	8,028	84	.....	152	40	12	204	50,136	326,865
Orange, towns	136	358	22,282	16,272	116	.....	145	33	19	197	80,990	390,790
Newburgh .....	.....	6	17,105	26,000	.....	.....	.....	6	.....	6	30,000	230,000
Orleans	83	426	5,985	4,625	56	.....	99	14	24	137	39,260	192,235
Oswego, towns	226	868	8,759	5,640	131	.....	264	26	7	298	32,410	266,105
City .....	.....	.....	6,000	6,000	.....	.....	6	7	1	14	27,140	164,140
Otsego	217	.....	14,392	8,947	166	.....	302	5	5	312	47,983	270,963
Putnam	47	95	3,105	814	30	.....	54	5	.....	59	15,151	88,906
Queens, towns	76	168	19,689	11,796	69	.....	91	4	.....	95	84,090	377,315
Long Island City .....	.....	30	1,150	1,200	.....	.....	11	7	.....	18	32,000	107,000
Rensselaer, towns	122	322	11,848	6,727	96	.....	157	24	1	182	40,871	290,244
Troy .....	.....	.....	1,475	1,350	.....	.....	1	15	.....	16	81,600	464,600
Richmond	21	54	8,017	5,140	25	.....	20	10	.....	30	44,000	254,850
Rockland	42	47	7,185	3,114	41	.....	38	7	2	47	26,030	128,740
St Lawrence, towns	294	1,132	9,723	5,001	164	.....	421	49	12	490	51,465	342,345
Ogdensburg .....	.....	4	3,850	3,420	.....	.....	1	7	2	10	16,888	96,888
Saratoga	176	388	10,371	6,035	83	.....	184	37	6	227	72,165	323,040
Schenectady, towns	45	222	1,350	368	21	.....	47	11	2	60	4,085	41,720
City .....	.....	3	3,075	4,700	.....	.....	.....	6	1	7	28,000	113,000
Schoharie	117	571	5,541	2,869	93	.....	192	3	2	197	22,007	168,187
Schuyler	55	306	2,702	1,424	25	.....	107	2	1	110	15,545	68,785
Seneca	70	320	6,466	4,055	27	.....	63	36	1	100	21,645	149,315
Steuben	223	872	12,279	8,784	106	.....	367	13	5	385	71,286	487,865
Suffolk	111	193	14,568	7,765	111	.....	140	6	.....	146	54,595	324,890
Sullivan	126	509	6,331	2,928	70	.....	184	2	1	187	14,213	104,643
Tioga	110	383	10,671	9,703	73	.....	156	5	.....	161	29,185	150,365
Tompkins, towns	136	437	4,471	2,690	34	.....	150	3	1	154	19,695	107,880
Ithaca .....	.....	.....	1,798	1,500	.....	.....	2	4	.....	6	30,000	120,000
Ulster	196	504	17,307	10,038	154	.....	208	23	9	240	97,548	470,753

TABLE No. 4 — (Continued).

COUNTIES. TOWNS AND CITIES.	ARBOR DAY.		DISTRICT LIBRARIES.		SCHOOL-HOUSES.					23.	
	Number of districts reporting.	Number of trees planted.	20.	21.	22.						
					Log.	Frame.	Brick.	Stone.	Total.		
			Number of volumes in district library.	Value of library.	District has case for library.					Value of school-house sites.	Value of school-houses and sites.
Warren	95	205	3,830	\$1,912	39	.....	129	4	5	138	\$113,140
Washington	129	345	11,054	8,876	98	.....	195	45	3	243	222,246
Wayne	157	570	11,273	8,347	90	.....	168	29	18	215	294,975
Westchester, towns	107	208	34,940	23,634	106	.....	118	34	4	156	968,207
Yonkers .....	.....	8	8,500	10,000	.....	.....	1	7	.....	8	325,325
Wyoming	140	398	9,082	7,087	80	.....	166	5	1	172	190,355
Yates	75	401	2,693	2,474	12	.....	92	11	4	107	72,900
Total for towns	8,106	26,649	550,930	\$356,640	4,744	49	10,095	968	332	11,444	\$13,630,174
Total for cities .....	.....	448	237,042	\$259,709	.....	.....	63	509	6	578	\$27,976,561
Total for State	8,106	27,097	787,972	\$616,349	4,744	49	10,158	1,477	338	12,022	\$41,606,735

TABLE No. 5.

Abstract of Financial Reports of School Commissioners for the year ending July 25, 1890.

RECEIPTS.

COUNTIES. TOWNS AND CITIES.						5.		6.
1.	2.	3.	4.	FROM ALL OTHER SOURCES.		Total.		
Amount on hand July 26, 1889.	Amount apportioned to district.	Proceeds of gospel and school lands.	Raised by tax.	Teachers' board.	Other sources not named.			
Albany, towns.....	\$7,553 37	\$29,521 20	\$51,559 23	\$1,187 26	\$2,521 29	\$92,345 35		
City	118,504 44	51,959 52	177,390 00	.....	6,424 68	354,278 64	
Cohoes	8,846 91	11,119 18	33,317 62	.....	506 96	53,790 67	
Allegany	7,886 85	38,883 63	62,111 93	1,156 29	9,420 03	119,486 02		
Broome, towns.....	3,260 33	29,797 73	41,027 29	64 00	2,704 19	77,019 08		
Binghamton.....	5,487 43	14,423 09	59,420 00	.....	2,179 39	81,509 91	
Cattaraugus.....	14,600 02	51,253 30	108,770 97	741 11	18,260 62	193,636 52		
Cayuga, towns.....	6,443 60	36,071 94	42,623 59	64 00	9,475 84	96,484 69		
Auburn	8,781 24	15,150 29	66,781 49	.....	1,212 32	91,925 34	
Chautauqua, towns.....	10,998 45	42,965 75	63,853 53	297 75	5,830 33	123,947 81		
Dunkirk	6,133 82	6,236 04	19,857 88	.....	465 68	32,693 42	
Jamestown	5,065 97	8,399 79	29,547 24	.....	3,698 11	46,711 11	
Chemung, towns.....	3,491 16	16,522 08	20,787 84	88 00	750 51	41,639 59		
Elmira	1,672 45	14,677 24	45,581 75	.....	22,412 84	84,344 28	
Chenango.....	9,557 87	38,680 65	48,206 94	1,214 50	8,771 05	107,606 26		
Clinton.....	5,694 94	37,556 64	40,817 88	166 00	7,152 47	91,784 42		
Columbia, towns.....	4,099 76	28,352 85	50,993 55	240 00	1,583 53	85,269 69		
Hudson	7,671 76	5,568 49	7,000 00	.....	440 37	20,680 62	
Cortland	5,469 32	24,109 46	32,795 54	413 00	1,312 95	64,784 81		
Delaware	5,226 96	42,760 68	55,466 06	13,539 64	7,117 54	124,118 88		
Dutchess, towns.....	11,789 57	39,078 48	76,542 92	85 00	1,632 81	129,131 03		
Poughkeepsie	22,953 68	12,976 36	34,090 00	.....	16,583 78	86,603 82	
Erie, towns	15,881 99	48,616 78	84,999 77	.....	24,080 07	173,578 61	
Buffalo.....	280,522 92	100,586 12	578,451 87	.....	4,278 06	963,838 97	
Essex	5,348 55	28,992 05	43,594 20	208 00	6,089 86	84,232 66		
Franklin	5,172 65	30,233 59	42,022 53	360 00	4,019 15	81,909 70		
Fulton, towns.....	4,281 78	17,632 20	36,840 21	.....	24,905 64	83,659 83	
Gloversville	2,309 58	6,644 99	17,511 71	.....	1,825 92	28,292 20	
Genesee	10,396 93	25,138 93	41,376 76	.....	1,465 38	78,443 00	
Greene.....	1,735 21	24,829 32	39,368 05	1,657 91	905 81	68,496 30		

TABLE No. 5 — (Continued).
RECEIPTS.

COUNTIES, TOWNS AND CITIES.	FROM ALL OTHER SOURCES.					Total.	
	1. Amount on hand July 26, 1889.	2. Amount apportioned to district.	3. Proceeds of gospel and school lands.	4. Raised by tax.	5.		
					Teachers' board.		Other sources not named.
Hamilton	\$1,595 53	\$4,059 90	\$22 96	\$6,205 28	\$64 00	\$17 00	\$11,964 67
Herkimer	10,563 39	35,278 90	.....	73,685 73	1,137 24	32,755 39	153,420 65
Jefferson, towns,.....	8,628 64	50,057 45	43 20	64,557 50	2,240 60	2,837 02	128,364 41
Watertown .....	.....	9,444 27	.....	35,097 61	.....	11,936 93	56,478 81
Kings, towns.....	25,361 83	10,814 38	.....	41,112 15	.....	12,093 86	89,382 22
Brooklyn	947,674 22	336,704 35	.....	2,522,902 01	.....	24,670 09	3,831,950 67
Lewis	11,853 16	27,938 93	61 87	30,141 67	385 81	5,100 53	75,481 97
Livingston	3,900 36	30,495 51	35 00	47,764 29	.....	3,475 52	85,670 68
Madison	9,344 54	36,550 69	566 97	56,252 46	553 75	6,654 95	108,923 36
Monroe, towns	10,321 78	38,231 76	600 60	69,511 57	.....	4,875 16	123,540 87
Rochester	214,775 83	62,084 92	.....	385,000 00	.....	2,506 70	664,367 45
Montgomery	5,046 49	26,534 42	36 00	69,889 32	.....	3,877 21	105,383 44
New York .....	.....	680,135 31	.....	5,201,229 27	.....	.....	5,881,364 58
Niagara, towns.....	19,914 73	30,036 34	339 50	63,777 15	.....	4,756 27	118,823 99
Lockport	50,592 08	9,031 07	.....	23,000 00	.....	5,309 58	87,932 73
Oneida, towns.....	10,457 84	58,179 78	291 76	69,687 13	47 43	8,704 44	147,368 38
Utica	8,124 92	23,404 31	.....	77,000 00	.....	2,745 39	111,274 62
Rome .....	.....	6,985 18	.....	16,025 00	.....	1,682 38	24,692 56
Onondaga, towns	10,030 54	46,606 23	2,795 05	80,462 46	94 00	8,430 49	148,418 77
Syracuse.....	148,368 83	41,282 48	.....	159,210 44	.....	4,909 75	353,761 50
Ontario	13,244 77	38,481 63	.....	67,470 55	.....	7,879 03	127,075 98
Orange, towns	36,891 91	47,950 12	.....	117,187 11	.....	19,105 64	221,134 78
Newburgh	233 64	12,166 12	997 36	43,601 29	.....	1,176 82	58,175 23
Orleans	5,183 21	25,281 75	22 16	42,349 37	.....	3,446 44	76,282 93
Oswego, towns.....	10,929 14	46,955 82	192 02	55,799 26	.....	8,784 63	122,660 87
City	90 54	13,070 92	.....	29,925 00	.....	1,038 57	44,125 03
Otsego	7,614 76	46,387 67	.....	65,784 79	3,103 42	10,390 24	133,280 88
Putnam	3,275 08	10,594 36	17 50	21,896 58	.....	361 92	36,145 44
Queens, towns	34,471 55	44,993 14	14,481 89	135,535 48	.....	24,930 66	254,412 72
Long Island City.....	.....	.....	.....	.....	.....	.....	.....
Bensselaer, towns	17,924 54	41,961 43	267 51	102,085 25	.....	1,642 86	163,881 59
Troy	61,249 11	29,866 35	.....	97,691 71	.....	3,487 06	192,294 23
Richmond	22,244 50	25,485 56	1,000 00	85,645 48	65 19	16,848 01	221,288 74

Rockland	10,941 54	17,086 79	.....	55,036 64	.....	2,568 50	85,633 47
St. Lawrence, towns	11,843 74	66,886 73	.....	77,102 92	.....	23,510 59	184,193 60
Ogdensburg	15,922 46	6,205 47	.....	15,938 66	.....	3,004 47	41,071 06
Saratoga	51,195 34	43,376 08	.....	111,105 81	.....	50,037 99	255,729 22
Schenectady, towns	963 85	7,899 56	.....	12,579 35	.....	.....	21,442 76
City .....	.....	8,856 28	.....	22,000 00	.....	29,793 91	60,650 19
Schoharie	4,669 23	27,805 66	.....	36,519 70	.....	2,422 57	77,779 66
Schuyler	1,928 65	16,104 88	.....	17,900 82	.....	552 47	37,458 04
Seneca	18,019 99	19,994 96	.....	37,896 88	.....	3,908 57	81,044 21
Steuben	19,957 16	66,370 41	.....	114,548 50	.....	12,167 63	216,042 89
Suffolk	15,546 03	36,242 22	.....	97,839 88	.....	8,403 79	158,888 93
Sullivan	3,738 72	26,141 27	.....	37,680 16	.....	3,591 61	71,667 76
Tioga	10,123 37	30,519 72	.....	53,157 68	.....	3,210 29	97,456 81
Tompkins, towns	3,055 01	20,261 91	.....	25,771 21	.....	1,592 02	52,167 61
Ithaca	2,476 05	7,684 91	.....	20,252 34	.....	4,813 76	36,424 24
Ulster	11,236 20	56,175 50	.....	106,340 34	.....	8,627 13	184,739 00
Warren	4,661 98	21,650 84	.....	29,618 49	.....	807 41	56,743 22
Washington	5,450 50	39,244 35	.....	61,031 86	.....	7,351 77	114,219 07
Wayne	8,685 11	41,005 64	.....	60,099 97	.....	28,672 55	139,887 17
Westchester, towns	116,054 60	58,555 23	.....	273,587 58	.....	34,250 31	482,450 71
Yonkers	19,482 13	11,758 73	.....	72,236 40	.....	74,032 73	177,509 99
Wyoming	8,357 22	27,123 19	.....	35,158 33	.....	4,360 50	75,155 24
Yates	1,322 22	16,756 86	.....	23,520 11	.....	3,138 90	44,738 09
Total for towns	\$680,519 47	\$1,980,574 31	\$31,004 03	\$3,571,535 52	\$48,195 59	\$449,907 47	\$6,761,736 39
Total for cities	\$1,981,858 60	\$1,518,922 30	\$1,194 54	\$9,835,579 37	.....	\$374,309 72	\$13,711,924 53
Total for State	\$2,662,378 07	\$3,499,496 61	\$32,198 57	\$13,407,114 89	\$48,195 59	\$824,277 19	\$20,473,660 92

TABLE No. 5— (Continued).
PAYMENTS.

COUNTIES. TOWNS AND CITIES.	7. For teachers' wages.	8. For libraries.	9. For school apparatus.	10. For school-houses, sites, fences, out-houses, repairs, furniture, etc.	11. For all other incidental expenses.	12. Forfeited, in hands of supervisor, first Tuesday of March, 1890.	13. Amount remaining on hand July 25, 1890.	14. Total.
Albany, towns	\$64,399 95	\$190 38	\$1,234 36	\$7,437 37	\$10,712 77	.....	\$8,370 52	\$92,345 35
City	167,154 91	1,781 82	247 67	57,873 27	37,106 37	.....	90,114 60	354,278 64
Cohoas	21,960 24	257 73	20 96	7,741 01	7,835 78	.....	15,974 95	53,790 67
Allegany	77,695 58	993 93	2,458 03	19,770 89	7,622 88	.....	10,944 71	119,486 02
Broome, towns	57,879 38	165 69	269 74	7,255 32	7,550 87	.....	3,898 08	77,019 08
Binghamton	44,896 80	1,161 06	349 80	25,150 70	9,951 55	.....	.....	81,509 91
Cattaraugus	115,971 66	789 98	2,843 69	34,041 79	24,208 38	\$0 68	15,780 34	193,636 52
Cayuga, towns	66,251 48	87 53	299 07	13,962 67	8,323 70	.....	7,560 24	96,484 69
Auburn	46,356 50	478 07	383 14	26,613 96	15,950 72	.....	2,142 95	91,925 34
Chautauqua, towns	89,897 24	434 35	552 51	12,368 24	11,183 02	2 46	9,509 99	123,947 81
Dunkirk	18,415 00	27 70	55 00	3,639 53	5,467 96	.....	5,088 23	32,693 42
Jamestown	29,382 14	298 92	183 62	12,905 88	3,940 55	.....	.....	46,711 11
Chemung, towns	30,776 51	130 21	91 62	4,701 23	3,451 33	.....	2,488 69	41,639 59
Elmira	46,092 51	631 54	925 03	17,210 84	9,577 58	.....	9,906 78	84,344 28
Chenango	79,433 42	626 25	306 52	10,050 81	9,084 74	1 46	8,103 06	107,606 26
Clinton	63,741 45	105 93	611 47	13,276 78	9,614 21	.....	4,434 58	91,784 42
Columbia, towns	64,111 79	590 51	279 63	8,170 81	8,761 56	3 77	3,351 62	85,269 69
Hudson	9,519 35	50 00	27 04	656 75	2,549 66	.....	7,877 82	20,680 62
Cortland	44,869 94	113 88	297 45	8,561 46	6,428 51	.....	4,513 57	64,784 81
Delaware	97,677 06	30 86	314 40	11,481 29	8,345 27	.....	6,259 58	124,118 88
Dutchess, towns	90,508 94	226 33	819 21	16,019 74	11,802 86	10 42	9,753 95	129,131 03
Poughkeepsie	31,192 45	3,315 30	1,598 79	21,401 73	6,097 33	.....	22,998 22	86,603 82
Erie, towns	100,582 50	865 77	1,532 58	42,833 55	14,285 22	.....	13,478 99	173,578 61
Buffalo	470,616 94	1,293 81	780 65	196,667 05	80,278 85	.....	214,201 67	963,838 97
Essex	56,966 52	183 72	1,709 32	10,147 08	9,318 71	06 39	5,840 92	84,232 66
Franklin	54,329 38	950 41	631 80	8,310 86	11,769 28	.....	5,917 97	81,909 70
Fulton, towns	38,883 20	1,200 00	442 10	37,578 57	4,459 18	.....	1,096 78	83,659 83
Gloversville	16,036 30	.....	549 24	5,392 41	4,089 27	.....	2,224 98	28,292 20
Genesee	51,036 17	1,030 49	293 01	10,722 94	9,556 88	.....	5,803 51	78,443 00
Greene	51,734 60	120 82	86 60	8,020 29	5,508 03	.....	3,025 96	68,496 30
Hamilton	8,554 65	.....	94 22	1,586 82	666 87	.....	1,062 11	11,964 67
Herkimer	85,117 79	085 13	940 55	42,607 46	19,141 04	.....	4,980 68	153,420 65

Jefferson, towns.....	94,043 52	184 62	594 98	14,201 44	11,015 18	.....	8,324 87	128,364 41
Watertown.....	28,648 80	110 50	468 46	21,174 51	6,076 54	.....	.....	56,478 81
Kings, towns.....	38,896 80	245 05	877 11	11,384 99	16,061 16	.....	.....	39,382 22
Brooklyn.....	1,345,466 43	1,802 98	108,929 85	610,923 81	338,623 17	.....	1,426,204 43	5,831,950 67
Lewis.....	46,359 07	510 80	1,418 91	17,477 93	4,302 28	.....	5,412 98	75,481 97
Livingston.....	62,055 52	300 55	2,089 29	8,054 84	9,562 75	.....	3,607 73	85,670 68
Madison.....	78,717 20	330 45	493 75	11,714 59	11,187 99	.....	6,478 29	108,923 36
Monroe, towns.....	83,013 58	278 31	608 98	16,405 17	12,997 43	1 09	10,184 22	123,540 87
Rochester.....	219,315 04	1,412 45	1,748 69	94,028 57	47,284 18	53 18	300,578 52	664,367 45
Montgomery.....	67,010 07	175 29	413 18	17,507 49	13,115 02	.....	7,162 39	105,383 44
New York.....	3,041,941 50	.....	174,222 36	2,152,311 91	512,888 81	.....	.....	5,881,364 58
Niagara, towns.....	64,471 85	838 29	866 70	34,097 17	13,029 78	.....	5,520 20	118,823 99
Lockport.....	24,918 75	224 77	77 91	25,466 46	5,234 56	.....	32,010 28	87,932 73
Oneida, towns.....	103,045 98	633 79	854 84	19,750 43	12,905 95	61	10,176 78	147,368 38
Utica.....	72,728 41	1,057 79	401 25	16,424 34	13,330 75	.....	7,332 08	111,274 62
Rome.....	17,312 50	150 00	26 34	1,264 39	5,717 86	.....	221 47	24,692 56
Onondaga, towns.....	100,183 87	374 44	750 11	19,892 97	14,695 22	5 87	12,516 29	148,418 77
Syracuse.....	155,803 14	5,095 83	685 25	55,830 80	23,548 69	.....	112,797 79	353,761 50
Ontario.....	82,418 45	447 88	442 33	13,719 14	12,894 37	.....	17,153 81	127,075 98
Orange, towns.....	120,739 33	2,794 91	1,523 23	37,828 61	22,463 66	.....	35,785 04	221,134 78
Newburgh.....	38,062 50	1,131 94	2,028 10	4,203 83	12,714 15	.....	34 71	58,175 23
Orleans.....	51,666 90	166 10	162 86	8,109 91	9,640 48	.....	6,546 68	76,282 93
Oswego, towns.....	81,302 98	558 60	1,190 01	18,125 97	9,372 59	.....	12,110 72	122,660 87
City.....	30,690 62	695 93	275 00	2,970 78	7,982 11	.....	1,510 59	44,125 03
Otsego.....	91,304 32	492 16	2,447 77	19,475 75	12,187 96	.....	7,372 92	133,280 88
Putnam.....	26,772 13	21 80	85 50	2,284 20	2,943 16	.....	4,037 65	36,145 44
Queens, towns.....	131,810 50	1,058 25	4,572 23	33,370 01	29,480 01	.....	54,121 72	254,412 72
Long Island City.....	.....	.....	.....	.....	.....	.....	.....	.....
Rensselaer, towns.....	99,063 69	603 59	2,246 11	26,147 75	25,905 92	55	9,913 98	163,881 59
Troy.....	101,923 87	.....	1,162 18	7,706 37	17,834 43	.....	63,667 38	192,294 23
Richmond.....	79,303 28	417 46	4,866 15	94,148 35	23,627 70	.....	18,925 80	221,288 74
Rockland.....	52,506 77	341 06	494 20	10,426 68	8,881 65	.....	12,983 11	85,633 47
St. Lawrence, towns.....	121,975 31	307 69	936 06	25,241 28	20,191 73	06	15,541 47	184,193 60
Ogdensburg.....	17,280 69	73 39	50 05	3,974 13	5,448 27	.....	14,244 53	41,071 06
Saratoga.....	102,918 41	690 85	971 33	40,133 77	27,404 77	5 02	83,605 07	255,729 22
Schenectady, towns.....	16,951 58	6 55	61 52	1,645 90	1,841 95	.....	935 26	21,442 76
City.....	22,072 19	84 75	100 00	34,981 81	3,411 44	.....	.....	60,650 19
Schoharie.....	56,816 03	189 33	170 27	10,203 95	6,281 84	.....	4,118 24	77,779 66
Schuyler.....	29,694 94	45 51	49 28	2,186 05	3,827 56	.....	1,654 70	37,458 04
Seneca.....	45,686 23	237 40	338 33	5,835 73	10,351 67	.....	18,594 85	81,044 21
Steuben.....	138,069 58	694 19	699 78	23,496 42	33,200 45	.....	19,882 47	216,042 89
Suffolk.....	103,407 53	433 47	905 70	22,053 45	17,741 47	.....	14,347 31	158,888 93
Sullivan.....	51,327 59	127 74	1,041 16	11,406 59	4,731 41	.....	3,033 27	71,667 76
Tioga.....	58,144 20	595 26	556 31	19,930 35	9,237 12	81	8,992 76	97,456 81
Tompkins, towns.....	40,027 19	142 98	109 30	4,277 38	4,818 37	.....	2,792 39	52,167 61
Ithaca.....	17,570 00	710 03	60 53	1,825 00	12,123 68	.....	3,135 00	35,424 24
Ulster.....	132,122 18	634 90	777 95	23,316 32	18,162 78	.....	9,724 87	184,739 00
Warren.....	39,062 49	359 86	481 91	7,285 44	5,185 59	.....	4,367 93	56,743 22
Washington.....	81,784 02	84 65	1,546 06	16,989 69	10,578 91	.....	3,235 74	114,219 07
Wayne.....	79,200 81	379 70	736 63	34,995 78	15,532 88	.....	9,041 37	139,887 17

TABLE No. 5— (Continued).
PAYMENTS.

COUNTIES. TOWNS AND CITIES.	7. For teachers' wages.	8. For libraries.	9. For school apparatus.	10. For school-houses, sites, fences, out-houses, repairs, furniture, etc.	11. For all other incidental expenses.	12. Forfeited, in hands of supervisor, first Tuesday of March, 1890.	13. Amount remaining on hand July 25, 1890.	14. Total.
Westchester, towns.....	\$206,590 48	\$2,275 01	\$10,065 07	\$92,182 80	\$74,605 42	\$45 29	\$96,686 64	\$482,450 71
Yonkers	49,815 62	409 33	3,747 96	68,409 90	18,592 97	...	36,534 21	177,509 99
Wyoming	55,868 94	61 40	237 75	5,789 60	6,716 76	.....	6,480 79	75,155 24
Yates	32,246 25	74 35	86 28	6,515 37	3,840 79	.....	1,975 05	44,738 09
Total for towns.....	\$4,292,942 44	\$27,463 90	\$57,411 73	\$958,347 90	\$738,644 25	\$197 66	\$686,728 51	\$6,761,736 39
Total for cities.....	\$6,129,229 54	\$22,426 15	\$304,560 95	\$3,634,917 07	\$1,226,330 02	.....	\$2,394,460 80	\$13,711,924 53
Total for State.....	\$10,422,171 98	\$49,890 05	\$361,972 68	\$4,593,264 97	\$1,964,974 27	\$197 66	\$3,081,189 31	\$20,473,660 92

TABLE No. 6.

Statement of the investment of the capital of the School Fund at the close of each fiscal year since its establishment, to September 30, 1890.

YEARS.	BONDS.		LOANS OF				District of Co- lumbia bonds.	Middletown bonds.	Albany city and county bonds.	New York city bonds.	Bank stock.	State stocks.	Village of Little Falls bonds.
	For lands sold.	For loans.	1786.	1792.	1808.	1810.							
1805.	...	\$24,900 00	...	...	...	...	...	...	...	...	\$50,000 00	...	...
1806.	\$87,674 83	42,800 00	...	...	...	...	...	...	...	...	64,000 00	...	...
1807.	163,407 63	62,778 00	...	...	...	...	...	...	...	...	70,850 00	...	...
1808.	212,246 31	83,403 00	...	...	...	...	...	...	...	...	79,100 00	...	...
1809.	219,995 21	101,501 00	...	...	...	...	...	...	...	...	118,500 00	...	...
1810.	232,702 97	69,653 75	...	...	...	...	...	...	...	...	165,000 00	...	...
1811.	240,370 67	101,924 52	...	...	...	...	...	...	...	...	180,000 00	...	...
1812.	263,743 26	143,965 38	...	...	...	...	...	...	...	...	255,000 00	...	...
1813.	260,342 26	222,540 51	...	...	...	...	...	...	...	...	270,000 00	...	...
1814.	268,124 86	245,034 17	...	...	...	...	...	...	...	...	270,000 00	...	...
1815.	291,424 91	328,107 30	...	...	...	...	...	...	...	...	270,000 00	...	...
1816.	320,153 33	392,076 93	...	...	...	...	...	...	...	...	264,000 00	...	...
1817.	309,383 60	397,980 71	...	...	...	...	...	...	...	...	261,000 00	...	...
1818.	316,434 39	390,000 17	...	...	...	...	...	...	...	...	180,000 00	...	...
1819.	...	...	...	\$500,000 00	\$449,076 00	...	...	...	...	...	180,000 01	...	...
1820.	...	...	...	500,000 00	449,076 00	...	...	...	...	...	180,000 00	...	...
1821.	...	4,554 57	...	500,000 00	449,076 00	...	...	...	...	...	180,000 00	...	...
1822.	23,883 39	...	...	496,177 50	449,076 00	...	...	...	...	...	180,000 00	\$13,000 00	...
1823.	85,749 12	...	...	483,232 87	447,495 25	...	...	...	...	...	180,000 00	13,000 00	...
1824.	100,664 46	...	...	450,660 92	443,990 50	...	...	...	...	...	280,000 00	168,000 00	...
1825.	112,751 28	...	...	410,547 06	439,372 50	...	...	...	...	...	280,000 00	220,000 00	...
1826.	186,624 59	...	...	382,549 40	434,182 50	...	...	...	...	...	280,000 00	220,000 00	...
1827.	186,624 59	...	...	353,486 96	430,121 50	...	...	...	...	...	280,000 00	320,000 00	...
1828.	201,611 65	1,500 00	...	332,564 35	426,303 54	...	...	...	...	...	280,000 00	395,826 00	...
1829.	212,421 98	1,500 00	...	317,860 17	411,352 82	...	...	...	...	...	280,000 00	407,000 00	...
1830.	242,613 52	18,800 00	...	300,073 54	393,461 53	...	...	...	...	...	280,000 00	407,000 00	...
1831.	335,233 22	20,850 00	...	275,591 91	363,985 16	...	...	...	...	...	230,000 00	327,000 00	...
1832.	750,009 23	17,663 06	...	246,537 63	332,092 75	...	...	...	...	...	230,000 00	330,000 00	...
1833.	651,510 80	24,650 00	...	215,037 93	299,453 46	...	...	...	...	...	105,050 00	230,000 00	...
1834.	801,646 20	40,665 00	...	201,000 66	285,193 04	...	...	...	...	...	103,250 00	...	...
1835.	1,098,577 86	176,644 48	...	179,571 17	260,120 93	...	...	...	...	...	102,300 00	...	...
1836.	1,154,869 48	190,330 89	...	160,038 95	242,078 44	...	...	...	...	...	102,300 00	1,720 79	...
1837.	1,118,098 35	264,530 21	...	156,106 57	235,917 06	...	...	...	...	...	102,300 00	1,755 91	...
1838.	1,094,221 62	287,596 29	...	150,981 58	232,106 06	...	...	...	...	...	102,000 00	23,200 96	...
1839.	1,047,055 80	326,613 63	...	133,401 74	223,065 22	...	...	...	...	...	102,000 00	23,200 96	...
1840.	1,022,200 85	409,087 14	...	134,508 61	222,098 22	\$1,500 00	...	...	...	...	102,000 00	23,200 96	...
1841.	1,087,544 15	424,118 03	...	130,792 14	220,346 22	33,200 00	...	...	...	...	102,000 00	23,200 96	...
1842.	1,014,305 07	409,316 11	...	115,995 72	221,176 95	33,200 00	...	...	...	...	102,000 00	23,200 96	...
1843.	1,001,542 92	367,325 28	...	113,262 73	219,174 95	8,200 00	...	...	...	...	50,000 00	115,500 96	...
1844.	975,711 18	338,561 87	...	110,671 23	214,886 26	8,200 00	...	...	...	...	50,000 00	115,500 96	...
1845.	913,361 57	311,883 88	...	107,772 14	212,214 26	8,200 00	...	...	...	...	50,000 00	115,500 96	...
1846.	887,024 23	293,941 43	...	105,232 60	208,869 84	8,200 00	...	...	...	...	50,000 00	115,500 96	...

TABLE No. 6—(Continued).

YEARS.	BONDS.		LOANS OF				District of Co- lumbia bonds.	Middletown bonds.	Albany city and county bonds.	New York city and county bonds.	Bank stock.	State stocks.	Village of Little Falls bonds.
	For lands sold.	For loans.	1786.	1792.	1808.	1840.							
1847.....	\$826,149 19	\$257,865 33	.....	\$103,054 15	\$202,613 03	\$8,200 00	.....	.....	.....	.....	50,000 00	\$115,500 96	.....
1848.....	744,854 97	236,901 74	.....	97,363 14	198,771 03	8,200 00	.....	.....	.....	.....	50,000 00	280,500 96	.....
1849.....	703,438 29	246,131 75	.....	89,893 50	291,588 32	12,200 00	.....	.....	.....	.....	50,000 00	228,200 96	.....
1850.....	710,975 40	198,269 02	.....	17,982 86	21,757 81	41,326 00	.....	.....	.....	.....	50,000 00	213,200 96	.....
1851.....	652,435 30	209,034 72	.....	379 50	3,543 46	49,326 00	.....	.....	.....	.....	50,000 00	213,200 96	.....
1852.....	584,010 87	217,845 36	.....	.....	946 45	49,326 00	.....	.....	.....	.....	50,000 00	193,200 96	.....
1853.....	567,829 02	236,754 17	.....	.....	679 45	49,326 00	.....	.....	.....	.....	50,000 00	193,200 96	.....
1854.....	540,932 91	248,963 97	.....	.....	299 31	49,326 00	.....	.....	.....	.....	50,000 00	231,460 96	.....
1855.....	551,458 12	248,967 29	.....	.....	299 31	49,326 00	.....	.....	.....	.....	50,000 00	231,460 96	.....
1856.....	535,926 19	234,233 05	.....	.....	299 31	49,326 00	.....	.....	.....	.....	50,000 00	231,460 96	.....
1857.....	529,697 66	310,227 29	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	936,502 29	.....
1858.....	515,198 78	349,193 11	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	936,502 29	.....
1859.....	488,146 07	881,218 09	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	936,502 29	.....
1860.....	455,210 53	370,253 41	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1861.....	422,575 87	408,469 71	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1862.....	412,163 73	375,747 61	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1863.....	370,388 96	339,461 05	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1864.....	330,189 17	285,028 15	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,135,057 24	.....
1865.....	317,168 48	254,902 83	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,165,057 24	.....
1866.....	290,303 17	197,388 54	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,165,057 24	.....
1867.....	265,606 50	200,177 93	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,165,057 24	.....
1868.....	229,950 08	202,491 66	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,165,057 24	.....
1869.....	221,734 79	239,888 72	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,165,057 24	.....
1870.....	214,820 13	215,431 69	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,165,057 24	.....
1871.....	226,118 68	182,794 30	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,165,057 24	.....
1872.....	217,003 65	175,379 30	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,165,057 24	.....
1873.....	235,033 90	157,630 13	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,165,057 24	.....
1874.....	247,746 59	152,750 54	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,165,057 24	.....
1875.....	237,488 87	150,128 61	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,165,057 24	.....
1876.....	229,285 21	145,611 22	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,165,057 24	.....
1877.....	214,327 23	143,608 24	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	1,165,057 24	.....
1878.....	194,034 55	142,243 67	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	.....	.....
1879.....	194,836 95	91,561 59	.....	.....	.....	49,326 00	.....	.....	.....	.....	50,000 00	.....	.....
1880.....	180,188 50	54,511 03	.....	.....	.....	45,951 00	.....	.....	.....	.....	50,000 00	.....	.....
1881.....	167,973 90	43,632 37	.....	.....	.....	43,126 00	.....	.....	.....	.....	50,000 00	.....	.....
1882.....	146,751 99	35,670 16	.....	.....	.....	37,876 00	.....	.....	.....	.....	50,000 00	.....	.....
1883.....	133,412 06	20,018 07	.....	.....	.....	33,770 00	.....	.....	.....	.....	50,000 00	.....	.....
1884.....	115,251 11	16,018 07	.....	.....	.....	31,020 00	.....	.....	.....	.....	50,000 00	.....	.....
1885.....	137,059 78	16,018 07	.....	.....	.....	29,245 00	.....	.....	.....	.....	50,000 00	.....	.....
1886.....	122,488 26	16,018 07	.....	.....	.....	29,245 00	.....	.....	.....	.....	50,000 00	.....	.....
1887.....	117,336 65	15,670 18	.....	.....	.....	27,121 00	.....	.....	.....	.....	50,000 00	.....	.....
1888.....	121,535 51	15,670 18	.....	.....	.....	26,971 00	.....	.....	.....	.....	50,000 00	.....	.....
1889.....	112,333 38	15,670 18	.....	.....	.....	26,871 00	.....	.....	.....	.....	50,000 00	.....	.....
1890.....	95,976 02	15,670 18	.....	.....	.....	24,135 50	.....	.....	.....	.....	50,000 00	.....	.....

TABLE No. 6 — (Continued).

YEARS.	United States stocks.	Comptroller's bonds.	Town of Wallkill, Orange county, bonds.	Money in the treasury.	Bonds for escheated lands.	Town of Sidney, Delaware county, bonds.	Quit-rents, arrearsages of interest and miscellaneous.	Oswego city bonds.	Town of Volney, Oswego county, bonds.	Niagara Reservation bonds.	Town of Otsego bonds.	Town of Cohocton bonds.	Village of Salem bonds.	Town of De Witt bonds.	Total amount of capital.
1805.....	\$1,874 10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$26,774 10
1806.....	2,688 13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	183,162 96
1807.....	16,978 93	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	307,164 56
1808.....	3,606 67	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	390,637 15
1809.....	3,350 30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	428,177 91
1810.....	326 33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	483,326 29
1811.....	2,338 37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	558,464 69
1812.....	5,345 54	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	636,758 07
1813.....	35,955 43	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	822,064 94
1814.....	42,548 02	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	861,457 89
1815.....	934,015 13
1816.....	282,242 26
1817.....	971,364 31
1818.....	17,454 53	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,044,889 09
1819.....	1,229,076 00
1820.....	1,215,526 00
1821.....	1,185,641 98
1822.....	3,822 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,155,827 40
1823.....	8,827 94	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,172,913 28
1824.....	89,025 37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,290,046 14
1825.....	9,520 56	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,319,886 46
1826.....	11,830 88	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,353,477 64
1827.....	97,653 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,611,097 80
1828.....	70,446 24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,684,620 88
1829.....	45,091 72	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,711,081 24
1830.....	85,463 85	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,735,569 66
1831.....	61,887 64	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,754,159 40
1832.....	2,714 02	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,735,175 28
1833.....	1,754,046 84
1834.....	1,791,321 77
1835.....	52,413 15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,875,191 71
1836.....	64,111 29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,917,494 17
1837.....	39,880 37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,919,647 68
1838.....	55,266 05	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,929,707 51
1839.....	67,414 57	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,932,421 99
1840.....	117,542 10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,033,807 95
1841.....	12,302 06	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,036,625 68
1842.....	48,797 91	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,968,290 72
1843.....	115,086 31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,975,093 15
1844.....	219,384 85	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,992,916 35
1845.....	320,354 11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,090,632 41
1846.....	413,928 46	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,133,968 46
1847.....	555,406 32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,170,514 47
1848.....	143,236 81	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,211,475 14
1849.....	64,685 05	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,243,563 26

* Treasury notes.

DEPARTMENT OF PUBLIC INSTRUCTION.

TABLE No. 6 — (Continued).

[illegible]

TABLE No. 7.

Comparative Statistics of the Common Schools of the State for the year ending August 20, 1885, and for the year ending July 25, 1890.

• STATISTICAL.

	1890.			1885.		
	Cities.	Towns.	Total.	Cities.	Towns.	Total.
Number of school districts.....	.....	11,216	11,216	.....	11,254	11,254
Number of teachers employed at the same time for the legal term of school....	8,791	15,074	23,865	7,211	14,613	21,824
Number of children between 5 and 21 years of age.....	1,088,088	756,508	1,844,596	913,269	807,857	1,721,126
Average number of weeks each school was taught by duly licensed teachers...	39.9	35.7	37.3	40.5	33.5	35.7
Number of male teachers employed.....	911	4,447	5,358	716	5,305	6,021
Number of female teachers employed.....	9,069	17,276	26,345	7,514	17,864	25,378
Number of children attending school.....	501,449	540,711	1,042,160	449,879	574,966	1,024,845
Average daily attendance.....	336,018	306,966	642,984	296,152	314,867	611,019
Number of times schools have been visited by commissioners.....	.....	17,016	17,016	.....	15,432	15,432
Number of volumes in district libraries.....	237,042	550,930	787,972	199,126	533,750	732,876
Number of school-houses, log.....	.....	49	49	.....	70	70
Number of school-houses, frame.....	63	10,095	10,158	41	10,042	10,083
Number of school-houses, brick.....	509	968	1,477	426	960	1,386
Number of school-houses, stone.....	6	332	338	9	364	373
Total number of school-houses.....	578	11,444	12,022	476	11,436	11,912

TABLE No. 7 — (Continued).
FINANCIAL.

	1890.			1885.		
	Cities.	Towns.	Total.	Cities.	Towns.	Total.
RECEIPTS.						
Amount on hand at the beginning of the year.....	\$1,981,858 60	\$680,519 47	\$2,662,378 07	\$1,453,014 72	\$509,721 60	\$1,962,736 32
Apportionment of public moneys.....	1,518,922 30	1,980,574 31	3,499,496 61	1,322,161 03	1,678,979 13	3,001,140 16
Proceeds of gospel and school lands	1,194 54	31,004 03	32,198 57	.....	28,939 48	28,939 48
Raised by tax	9,835,579 37	3,571,535 52	13,407,114 89	6,557,846 78	3,154,477 43	9,712,324 21
Estimated value of teachers' board.....	.....	48,195 59	48,195 59	.....	80,225 33	80,225 33
From all other sources.....	374,369 72	449,907 47	824,277 19	219,826 61	450,921 71	670,748 32
Total.....	\$13,711,924 53	\$6,761,736 39	\$20,473,660 92	\$9,552,849 14	\$5,903,264 68	\$15,456,113 82
EXPENDITURES.						
For teachers' wages.....	\$6,129,229 54	\$4,292,942 44	\$10,422,171 98	\$4,923,821 68	\$3,839,128 55	\$8,762,950 23
For libraries	22,426 15	27,463 90	49,890 05	20,048 36	21,321 38	41,369 74
For school apparatus	304,560 95	57,411 73	361,972 68	277,103 31	39,056 80	316,160 11
For school-houses, sites, etc.....	3,634,917 07	958,347 90	4,593,264 97	1,838,102 19	986,291 14	2,824,393 33
For all other incidental expenses.....	1,226,330 02	738,644 25	1,964,974 27	922,080 30	599,323 48	1,521,403 78
Forfeited in hands of supervisors.....	.....	197 66	197 66	.....	90 78	90 78
Amount on hand at the end of the year	2,394,460 80	686,728 51	3,081,189 31	1,571,693 30	418,052 55	1,989,745 85
Total.....	\$13,711,924 53	\$6,761,736 39	\$20,473,660 92	\$9,552,849 14	\$5,903,264 68	\$15,456,113 82

EXHIBIT No. 2.

GENERAL SCHOOL STATISTICS.

1. COMPARATIVE TABLES.
 2. STATEMENTS OF COMMON SCHOOL FUND, FREE SCHOOL FUND AND
OF STATE SCHOOL MONEYS RECEIVED AND APPORTIONED.
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EXHIBIT No. 2.

GENERAL SCHOOL STATISTICS.

Comparative Tables, Statements of Common School Fund, Free School Fund, and of State School Moneys Received and Apportioned.

SCHOOL DISTRICTS.

The number of school districts in the towns of the State on the 25th of July, 1889, and the 25th of July, 1890, was:

1889.....	11,238
1890.....	11,216
Decrease	22

SCHOOL-HOUSES.

The number of school-houses, with their classification according to the materials of which they are constructed, was as follows at the close of the years 1889 and 1890:

1889.	Log.	Frame.	Brick.	Stone.	Totals.
Cities	50	479	5	535	
Towns	49	10,082	977	342	11,450
Totals	49	10,132	1,456	348	11,985
1890.					
Cities	63	509	6	578	
Towns	49	10,095	968	332	11,444
Totals	49	10,158	1,477	338	12,022

The following table shows a steady improvement in the character of school buildings in respect to the material with which they were constructed, during the four decades from 1860 to 1890:

	Log.	Frame.	Brick.	Stone.	Totals.
1860.....	263	9,866	962	559	11,650
1870.....	127	9,904	1,162	502	11,695
1880.....	83	10,077	1,326	413	11,899
1890.....	49	10,158	1,477	338	12,022

COST AND VALUE OF SCHOOL-HOUSES AND SITES.

The amount expended during the last ten years for school-houses, outbuildings, sites, fences, furniture and repairs, is as follows:

Years.	Cities.	Towns.	State.
1881.....	\$874,775 13	\$592,585 87	\$1,467,361 00
1882.....	795,055 88	730,370 31	1,525,426 19
1883.....	1,066,341 67	859,329 50	1,925,671 22
1884.....	1,153,333 66	949,882 77	2,103,216 43
1885.....	1,838,102 19	986,291 14	2,824,393 33
1886.....	1,405,773 51	870,681 87	2,276,455 38
1887.....	1,587,249 38	806,754 97	2,394,004 35
1888.....	1,855,433 73	1,011,087 81	2,866,521 54
1889.....	2,538,025 22	1,206,534 42	3,744,559 64
1890.....	3,634,917 07	958,347 90	4,593,264 97
Totals	\$16,749,007 44	\$8,971,866 66	\$25,720,874 10

The aggregate value of school-houses and sites in 1881, and in each successive year, is shown to be as follows:

Years.	Cities.	Towns.	State.
1881.....	\$20,490,355	\$10,601,275	\$31,091,630
1882.....	19,419,943	10,912,348	30,332,291
1883.....	20,069,175	10,942,036	31,011,211
1884.....	20,375,152	11,562,799	31,937,951
1885.....	21,469,133	11,878,448	33,347,581
1886.....	23,508,511	12,153,573	35,662,084
1887.....	24,217,240	12,159,313	36,376,553
1888.....	25,003,559	12,414,796	37,418,355
1889.....	26,237,456	13,116,902	39,354,358
1890.....	27,976,561	13,630,174	41,606,735

The total value for the year 1890 is the largest ever reported, being an increase of \$2,252,377 over the aggregate value in 1889, which was largely in excess of the amount reported in previous years.

The average value of school-houses and sites in the towns, in the same years, was:

Years.	
1881.....	\$925 63
1882.....	951 54
1883.....	955 30
1884.....	1,009 58
1885.....	1,038 68
1886.....	1,052 80
1887.....	1,061 67
1888.....	1,084 83
1889.....	1,145 58
1890.....	1,191 03

The average value of school-houses and sites in the cities for 1890 was \$48,402.35.

CHILDREN.

The whole number of children between the ages of 5 and 21 years of age, as reported, was:

Years.	Cities.	Towns.	State.
1889.....	1,029,411	774,256	1,803,667
1890.....	1,088,088	756,508	1,844,596

ATTENDANCE.

The whole number in attendance, in each of the last ten years, is shown in the following table:

Years.	Cities.	Towns.	State.
1881.....	433,913	587,369	1,021,282
1882.....	446,385	594,683	1,041,068
1883.....	453,099	587,990	1,041,089
1884.....	426,828	573,229	1,000,057
1885.....	449,879	574,966	1,024,845
1886.....	457,816	569,951	1,027,767
1887.....	479,923	557,889	1,037,812
1888.....	481,909	551,360	1,033,269
1889.....	488,203	545,610	1,033,813
1890.....	501,449	540,711	1,042,160

The whole number of days of attendance, for each of the last five years, was as follows:

Years.	Cities.	Towns.	State.
1886.....	59,670,512	54,258,138	113,928,650
1887.....	60,469,251	53,539,351	114,004,602
1888.....	62,068,578	53,248,502	115,317,080
1889.....	62,250,098	53,063,998	115,314,096
1890.....	65,702,509	54,953,191	120,655,700

The following statement shows the average daily attendance of pupils:

Years.	Cities.	Towns.	State.
1881.....	258,720	300,679	559,399
1882.....	262,873	306,598	569,471
1883.....	278,793	304,349	583,142
1884.....	284,284	310,876	596,160
1885.....	296,152	314,867	611,019
1886.....	304,667	321,146	625,813
1887.....	312,446	313,164	625,610
1888.....	318,763	311,832	630,595
1889.....	324,337	313,150	637,487
1890.....	336,018	306,966	642,984

The average time each pupil in the towns attended school was twenty and two-tenths weeks; in the cities, twenty-six and two-tenths weeks.

The following table shows, for each county and city of the State, the number of children of school age for each qualified teacher; the whole number of children attending school any portion of the year for each qualified teacher; the average daily attendance per teacher; the percentage of average daily attendance on the whole number of children of school age; the percentage of average daily attendance on the whole number of children attending school any portion of the year, and the total for the State, and the towns and cities separately:

COUNTIES AND CITIES.	1.	2.	3.	4.	5.
	Number of children over 5 and under 21 years of age for each qualified teacher.	Whole number of children attending school any portion of the year for each qualified teacher.	Average daily attendance per teacher.	Per cent of average daily attendance on whole number of children between 5 and 21 yrs. of age.	Per cent of average daily attendance on whole number of children attending school any portion of the year.
Albany.....	69	41	22	31.88	53.65
City.....	129	51	36	27.90	70.58
Cohoes.....	138	39	26	18.84	66.66
Allegany.....	40	32	18	45.00	56.25
Broome.....	33	28	16	48.48	57.14
Binghamton.....	86	48	35	40.69	72.91
Cattaraugus.....	44	36	21	47.72	58.33
Cayuga.....	39	31	16	41.02	51.61
Auburn.....	72	34	25	34.72	73.52
Chautauqua.....	58	31	17	44.73	54.83
Dunkirk.....	77	32	23	29.87	71.87
Jamestown.....	68	40	30	44.11	75.00
Chemung.....	39	32	17	43.59	53.12
Elmira.....	82	50	35	42.68	70.00
Chenango.....	30	27	15	50.00	55.55
Clinton.....	59	40	21	35.59	52.50
Columbia.....	48	35	18	37.50	51.42
Hudson.....	154	55	38	24.67	69.09
Cortland.....	38	28	16	42.10	57.14
Delaware.....	32	26	14	43.75	53.84
Dutchess.....	59	38	20	33.89	52.63
Poughkeepsie.....	83	41	31	37.34	75.60
Erie.....	60	40	22	36.66	55.00
Buffalo.....	118	50	31	26.27	62.00
Essex.....	47	35	19	40.42	54.28
Franklin.....	47	38	20	42.55	52.63
Fulton.....	49	36	20	40.81	55.55
Gloversville.....	98	67	46	46.93	68.65
Genesee.....	56	37	22	39.28	59.45
Greene.....	44	34	18	40.90	52.94
Hamilton.....	39	29	14	35.89	48.27
Herkimer.....	45	32	19	42.22	59.37
Jefferson.....	35	27	15	42.85	55.55
Watertown.....	66	39	26	39.39	66.66
Kings.....	115	58	32	27.82	55.17
Brooklyn.....	137	56	37	27.00	66.07
Lewis.....	39	29	16	41.02	55.17
Livingston.....	48	32	19	39.58	59.37
Madison.....	38	31	16	42.10	51.61
Monroe.....	61	42	23	37.70	54.76
Rochester.....	102	39	30	29.41	76.92
Montgomery.....	75	45	26	34.66	57.77
New York.....	133	66	43	32.33	65.15
Niagara.....	65	42	24	36.92	57.14
Lockport.....	94	53	37	39.36	69.81
Oneida.....	41	31	18	43.90	58.06
Utica.....	93	43	30	32.25	69.76
Rome.....	76	53	33	43.42	62.26
Onondaga.....	45	34	20	44.44	58.82
Syracuse.....	85	46	36	42.35	78.26
Ontario.....	49	36	21	42.85	58.33
Orange.....	66	45	28	39.39	57.77
Newburgh.....	93	45	33	35.48	73.33
Orleans.....	48	38	21	43.75	55.26
Oswego.....	38	33	18	47.36	54.54
City.....	107	51	34	31.77	66.66
Otsego.....	34	27	15	44.11	55.55
Putnam.....	52	36	20	36.53	55.55
Queens.....	113	56	32	28.31	57.14
Long Island City.....	101	68	43	42.57	63.23
Rensselaer.....	62	39	23	37.09	58.97
Troy.....	121	46	31	25.61	67.39
Richmond.....	110	58	35	31.81	60.34
Rockland.....	92	54	32	34.78	59.25
St. Lawrence.....	38	30	16	42.10	53.33
Ogdensburg.....	119	49	30	25.21	61.22
Saratoga.....	48	35	21	43.75	60.00
Schenectady.....	48	32	17	35.41	53.12
City.....	121	51	34	28.09	66.66
Schoharie.....	35	29	15	42.85	50.34
Schuyler.....	34	27	15	44.11	55.55
Seneca.....	52	36	22	42.30	61.11

COUNTIES AND CITIES.	1.	2.	3.	4.	5.
	Number of children over 5 and under 21 years of age for each qualified teacher.	Whole number of children attending school any portion of the year, for each qualified teacher.	Average daily attendance per teacher.	Per cent of average daily attendance on whole number of children between 5 and 21 yrs. of age.	Per cent of average daily attendance on whole number of children attending school any portion of the year.
Steuben.....	45	35	19	42.22	54.28
Suffolk.....	65	44	22	33.84	50.00
Sullivan.....	50	38	19	38.00	50.00
Tioga.....	37	31	18	48.64	58.06
Tompkins.....	33	27	15	45.45	55.55
Ithaca.....	75	50	37	49.33	74.00
Ulster.....	75	50	26	34.66	52.00
Warren.....	49	34	17	34.69	50.00
Washington.....	42	33	18	42.85	54.54
Wayne.....	48	39	22	45.83	56.41
Westchester.....	88	46	29	32.95	63.04
Yonkers.....	142	49	36	25.35	73.47
Wyoming.....	40	33	19	47.50	57.57
Yates.....	44	32	18	40.90	56.25
Towns.....	50	35	20	40.00	57.14
Cities.....	123	57	38	30.89	66.60
State.....	77	43	26	33.76	60.46

SCHOOL TERMS.

The average length of school terms in the cities was 39.9 weeks; in the whole State, 37.3 weeks.
The following table shows the average length of time the schools were in session in the towns for each of the ten years mentioned:

Years.	Weeks.
1881.....	33.3
1882.....	33.0
1883.....	33.1
1884.....	31.8
1885.....	33.5
1886.....	33.6
1887.....	33.8
1888.....	33.3
1889.....	33.4
1890.....	35.7

INSTRUCTION.

The number of pupils instructed in the several common schools, normal schools, academies, colleges and private schools during the year was as follows:

Common schools.....	1,042,160
Normal schools.....	7,210
Academies.....	*47,313
Colleges.....	*9,945
Private schools.....	161,096
Law schools.....	*700
Medical schools.....	*2,825
Total.....	1,271,249

TEACHERS.

The whole number of teachers employed in the common schools was:

Years.	Males.	Females.	Totals
1886.....	5,952	25,371	31,325
1887.....	5,821	25,497	31,318
1888.....	5,651	26,075	31,726
1889.....	5,549	26,438	31,987
1890.....	5,358	26,345	31,703

* Estimated.

The number reported as employed at the same time for the legal term of school in each of the last five years, is giving in the following tables:

Years.	Cities.	Towns.	State.
1886.....	7,467	14,773	22,240
1887.....	7,881	14,827	22,708
1888.....	8,086	14,966	23,052
1889.....	8,317	15,096	23,413
1890.....	8,791	15,074	23,865

TEACHERS' LICENSES.

The following statement shows by whom the teachers employed in the schools were licensed:

Years.	Normal schools.	Supt. Pub. Ins.	Local officers.	Total.
1889.				
Cities	429	357	8,672	9,458
Towns	1,444	526	20,559	22,529
Total	1,873	883	29,231	31,987
1890.				
Cities	462	398	9,120	9,980
Towns	1,562	535	19,626	21,723
Total	2,024	933	28,746	31,703

TEACHERS' WAGES.

The amount expended for teachers' wages was:

Years.	Cities.	Towns.	State.
1881.....	\$4,413,319 98	\$3,362,185 24	\$7,775,505 22
1882.....	4,502,289 07	3,483,972 24	7,986,261 31
1883.....	4,639,086 67	3,626,366 16	8,265,452 83
1884.....	4,394,949 27	3,590,773 41	7,985,722 68
1885.....	4,923,821 68	3,839,128 55	8,762,950 23
1886.....	5,236,730 92	3,865,537 85	9,102,268 77
1887.....	5,415,202 91	3,891,222 97	9,306,425 88
1888.....	5,683,855 67	3,992,236 26	9,676,091 93
1889.....	5,727,541 69	4,077,062 31	9,804,604 00
1890.....	6,129,229 54	4,292,942 44	10,422,171 98

The average annual salary for each teacher, calculated from the foregoing statement, was:

Years.	Cities.	Towns.	State.
1881.....	\$680 96	\$235 94	\$375 06
1882.....	686 11	242 95	382 08
1883.....	687 67	252 35	391 43
1884.....	636 30	247 57	372 97
1885.....	682 82	262 72	401 52
1886.....	701 31	261 65	409 27
1887.....	687 12	262 44	409 83
1888.....	702 92	266 75	419 75
1889.....	688 65	270 07	418 76
1890.....	694 29	285 49	436 71

The average weekly wages was:

Years.	Cities.	Towns.	State.
1881.....	\$16 89	\$7 08	\$10 56
1882.....	17 06	7 36	10 82
1883.....	17 06	7 62	11 06
1884.....	16 96	7 78	11 06
1885.....	16 86	7 84	11 21
1886.....	17 66	7 78	11 46
1887.....	17 39	7 76	11 44
1888.....	17 70	7 89	11 68
1889.....	17 47	8 08	11 79
1890.....	17 40	8 00	11 70

The amount apportioned as a "district quota" was:

Years.	
1882.....	\$46 50
1883.....	46 11
1884.....	45 54
1885.....	44 94
1886.....	66 12
1887.....	76 08

Years.

1888.....	\$74 56
1889.....	73 40
1890.....	72 12
1891.....	100 00

Previous to 1891 the "district quota" was determined by dividing the amount apportioned for that purpose by the number of duly qualified teachers employed during the preceding school year for the legal term of school. By an amendment to the consolidated school act, made by the Legislature of 1890, the "district quota" was made the fixed sum of \$100.

SUMMARY.

The following is a summary of the statistical reports for the year ending July 25, 1890. For a detailed statement by counties, see Table No. 4, in Exhibit No. 1:

	Cities.	Towns.	State.
Number of districts.....		11,216	11,216
Number of teachers employed at the same time for 32 weeks or more....	8,828	15,037	23,865
Number of children between 5 and 21 years of age.....	1,088,088	756,508	1,844,596
Number of male teachers employed.....	911	4,447	5,358
Number of female teachers employed.....	9,069	17,276	26,345
Number of children attending the common schools.....	501,449	540,711	1,042,160
Average daily attendance.....	336,018	306,966	642,984
Number of visitations by school commissioners.....		17,016	17,016
Number of volumes in district libraries.....	237,042	550,930	787,972
Number of log school-houses.....		49	49
Number of frame school-houses.....	63	10,095	10,158
Number of brick school-houses.....	509	968	1,477
Number of stone school-houses.....	6	332	338
Whole number of school-houses.....	578	11,444	12,022

PUBLIC MONEYS.

The following table shows the receipts and payments on account of the Common School Fund during the year:

Receipts.

Interest on bonds for lands.....	\$4,328 12
Interest on loan of 1840.....	1,376 16
Interest on United States bonds.....	88,440 00
Interest on District of Columbia bonds.....	12,775 00
Interest on money in treasury.....	1,198 47
Interest on Albany city and county bonds.....	9,330 00
Interest on bonds, town of Middletown.....	1,400 00
Interest on bonds, New York city fives and sixes.....	34,900 00
Interest on bonds, Niagara reservation.....	1,500 00
Interest on bonds, village of Little Falls.....	781 25
Interest on bonds, town of Volney.....	1,662 50
Dividends on stock of Manhattan Company.....	3,500 00
Rent of land.....	40 00
From revenue of United States Deposit Fund.....	75,000 00
Interest on bond, town of Sidney.....	1,382 50
Interest on bond, town of Wallkill.....	1,890 00
Interest on bond, town of Otsego.....	253 72
Interest on bond, town of Cohocton.....	48 25
Interest on bond, village of Salem.....	132 14
Overpayment of dividends refunded.....	40 00
	\$239,978 41

Payments.

Deficiency of revenue October 1, 1889.....	\$10,158 03
Dividends to common schools.....	245,040 00
Indian schools.....	6,000 71
	261,198 74
Deficiency in revenue September 30, 1890.....	\$21,220 33

FREE SCHOOL FUND.

The following table shows the receipts and payments on account of the State school tax during the last fiscal year:

Receipts.

Balance on hand October 1, 1889.....	\$680,331 75
Interest on deposits.....	13,146 00
State tax.....	3,460,408 86
Total.....	\$4,153,884 61

Payments.

Apportionment to counties.....	\$3,241,770 87
Supplemental apportionment.....	5,048 28
American Museum of Natural History.....	13,905 54
Teachers' institutes.....	23,999 45
Fees of county treasurers.....	3,633 20
Indian schools.....	3,712 53
Salaries of school commissioners.....	112,994 43
Albany Normal School.....	23,500 32
Brockport Normal School.....	20,000 00
Buffalo Normal School.....	18,985 62
Cortland Normal School.....	19,832 01
Fredonia Normal School.....	18,500 00
Geneseo Normal School.....	21,074 74
New Paltz Normal School.....	18,057 96
Oneonta Normal School.....	17,047 05
Oswego Normal School.....	21,097 22
Potsdam Normal School.....	21,003 20
Printing and binding school registers and trustees' reports.....	5,200 00
Balance on hand September 30, 1890.....	544,522 19
Total.....	\$4,153,884 61

STATEMENT OF ALL SCHOOL MONEYS RECEIVED AND APPORTIONED.

The State school moneys for the ensuing year are to be derived from the following sources:

From the United States Deposit Fund.....	\$75,000 00
From the Common School Fund.....	170,000 00
From the State school tax.....	3,615,500 00
Total.....	\$3,860,500 00

The apportionment has been made, as required by law, and is as follows:

For salaries of school commissioners.....	\$115,500 00
For supervision in cities and villages.....	62,800 00
For libraries.....	50,000 00
For Contingent Fund, including \$52.90 for separate neighborhood.....	3,625 70
For Indian schools.....	3,874 30
For district quotas.....	2,386,500 00
For aggregate attendance quotas.....	1,238,200 00
Total.....	\$3,860,500 00

The following table is a summary of the financial reports relating to common schools for the year ending July 25, 1890. For a detailed statement by counties, see Table No. 5, in Exhibit No. 1:

RECEIPTS.	Cities.	Towns.	State.
Amount on hand July 26, 1889.....	\$1,981,858 60	\$680,519 47	\$2,662,378 07
Apportionment of public moneys.....	1,518,922 30	1,980,574 31	3,499,496 61
Proceeds of gospel and school lands.....	1,194 54	31,004 03	32,198 57
Raised by tax.....	9,835,579 37	3,571,535 52	13,407,114 89
Estimated value of teachers' board.....	.....	48,195 59	48,195 59
From all other sources.....	374,369 72	449,507 47	824,277 19
Totals.....	\$13,711,924 53	\$6,761,736 39	\$20,473,660 92
PAYMENTS.			
For teachers' wages.....	\$6,129,229 54	\$4,292,942 44	\$10,422,171 98
For libraries.....	22,426 15	27,463 90	49,890 05
For school apparatus.....	304,560 95	57,411 73	361,972 68
For school-houses, sites, etc.....	3,634,917 07	958,347 90	4,593,264 97
For all other incidental expenses.....	1,226,330 02	738,644 25	1,964,974 27
Forfeited in hands of supervisors.....	.....	197 66	197 66
Amount on hand July 25, 1890.....	2,394,460 80	686,728 51	3,081,189 31
Totals.....	\$13,711,924 53	\$6,761,736 39	\$20,473,660 92

By deducting from the totals, under the head of payments, the sums remaining on hand July 25, 1890, it appears that the actual expense of maintaining the common schools during the year was as follows:

In the cities.....	\$11,317,463 73
In the towns.....	6,075,007 88
Total.....	\$17,392,471 61
Corresponding total for 1889.....	15,876,844 91
Increase.....	\$1,515,626 70

The total expenditures for the maintenance of our public schools in each year from 1850 to the present time is shown in the following table:

1850.....	\$1,607,684 85
1851.....	1,884,826 16
1852.....	2,249,814 03
1853.....	2,469,248 52
1854.....	2,666,609 36
1855.....	2,544,587 62
1856.....	2,323,049 98
1857.....	3,792,948 79
1858.....	*2,500,000 00
1859.....	3,664,617 57
1860.....	3,744,246 95
1861.....	3,841,270 81
1862.....	3,955,664 33
1863.....	3,859,159 21
1864.....	4,549,870 66
1865.....	5,735,460 24
1866.....	6,632,935 94
1867.....	7,681,201 22
1868.....	9,040,942 02
1869.....	9,886,786 29
1870.....	9,905,514 22
1871.....	9,607,903 81
1872.....	10,416,588 00
1873.....	10,946,007 21
1874.....	11,088,981 70
1875.....	11,459,353 43
1876.....	11,439,038 78
1877.....	10,976,234 45
1878.....	10,626,505 69
1879.....	10,348,918 08
1880.....	10,296,977 26
1881.....	10,808,802 40
1882.....	11,183,027 42
1883.....	11,858,594 09
1884.....	11,834,911 52
1885.....	13,466,367 97
1886.....	13,284,986 64
1887.....	13,760,669 57
1888.....	14,980,841 47
1889.....	15,876,844 91
1890.....	17,392,471 61
Total	<u>\$338,192,464 77</u>

GENERAL EXPENDITURES DURING THE YEAR.

The following table shows the entire amount expended during the year for the maintenance of public educational interests directly connected with this Department:

For the wages of common school teachers.....	\$10,422,171 98
For district libraries	49,890 05
For school apparatus	361,972 68
For buildings, sites, furniture, repairs, etc	4,593,264 97
For other expenses incident to the support of common schools	1,964,974 27
For teachers' institutes.....	23,999 45
For normal schools, from the General Fund and Free School Fund	359,269 76
For Indian schools	10,430 11
For American Museum of Natural History.....	13,905 54
For Department of Public Instruction	29,779 30
For salaries of school commissioners	112,994 43
For New York Institution for the Blind	45,127 00
For institutions for the deaf and dumb, seven in number.....	217,170 85
For printing and binding school registers and trustees' reports	5,200 00
For Arbor Day expenses, printing, etc., 1889, 1890.....	903 99
For fees of county treasurers	3,633 20
Total	<u>\$18,214,687 58</u>

* Estimated.

SCHOOL DISTRICT LIBRARIES.

The following table shows the number of volumes reported annually in the school district libraries for thirty-eight years, and the amounts annually appropriated and expended for such libraries during the same period:

YEARS.	Number volumes.	Appropri- ated.	Expended.
1853.....	1,604,210	\$55,000 00	\$19,499 39
1854.....	1,572,270	55,000 00	43,657 06
1855.....	1,494,542	55,000 00	55,216 31
1856.....	1,418,100	55,000 00	54,790 75
1857.....	1,377,933	55,000 00	32,163 75
1858.....	1,402,253	55,000 00	35,382 01
1859.....	1,360,507	55,000 00	38,361 58
1860.....	1,286,536	55,000 00	34,035 87
1861.....	1,305,377	55,000 00	34,145 37
1862.....	1,326,682	55,000 00	32,912 92
1863.....	1,172,404	55,000 00	29,465 65
1864.....	1,125,138	55,000 00	26,891 51
1865.....	1,269,125	55,000 00	26,816 08
1866.....	1,181,811	55,000 00	27,500 18
1867.....	1,112,011	55,000 00	24,439 25
1868.....	1,064,830	55,000 00	26,632 54
1869.....	1,026,130	55,000 00	26,897 85
1870.....	986,697	55,000 00	30,651 82
1871.....	928,316	55,000 00	63,505 38
1872.....	874,183	55,000 00	26,059 50
1873.....	856,555	55,000 00	27,203 79
1874.....	831,554	55,000 00	33,013 26
1875.....	809,141	55,000 00	33,225 90
1876.....	804,802	50,000 00	30,762 32
1877.....	765,546	50,000 00	31,125 71
1878.....	751,534	50,000 00	28,555 58
1879.....	755,380	50,000 00	32,071 12
1880.....	735,653	50,000 00	30,398 51
1881.....	707,155	50,000 00	35,499 22
1882.....	705,634	50,000 00	35,805 75
1883.....	701,675	50,000 00	37,799 66
1884.....	701,437	50,000 00	39,107 95
1885.....	722,876	50,000 00	41,369 74
1886.....	734,506	50,000 00	40,509 25
1887.....	737,716	50,000 00	39,722 45
1888.....	762,388	50,000 00	44,854 70
1889.....	785,564	50,000 00	49,742 28
1890.....	787,972	50,000 00	49,890 05
Total .....	.....	\$2,015,000 00	\$1,379,631 81

The following table shows the number of districts in which the same teachers have taught continuously for

COUNTIES.	One term.	Two terms.	Three terms.	Four or more terms.
Albany.....	38	55	8	38
Allegany.....	128	52	33	23
Broome.....	95	36	17	9
Cattaraugus.....	140	59	39	26
Cayuga.....	124	26	50	38
Chautauqua.....	139	57	34	35
Chemung.....	53	35	4	20
Chenango.....	163	32	10	12
Clinton.....	87	69	23	39
Columbia.....	34	70	5	55
Cortland.....	105	25	16	14
Delaware.....	189	90	17	34
Dutchess.....	27	103	1	64
Erie.....	118	71	30	38
Essex.....	97	44	14	18
Franklin.....	99	46	15	17
Fulton.....	69	32	1	10
Genesee.....	59	38	6	24
Greene.....	49	57	27	17
Hamilton.....	16	15	1	4
Herkimer.....	107	44	20	21
Jefferson.....	193	75	30	42
Kings.....	.....	.....	.....	16
Lewis.....	96	46	42	31
Livingston.....	73	47	9	23
Madison.....	124	46	19	30
Monroe.....	64	69	32	49
Montgomery.....	44	33	7	32
Niagara.....	66	27	34	32
Oneida.....	158	59	61	78
Onondaga.....	105	93	15	46
Ontario.....	71	61	19	37
Orange.....	36	71	2	64
Orleans.....	58	51	4	10
Oswego.....	138	65	49	37
Otsego.....	184	75	19	31
Putnam.....	16	15	.....	18
Queens.....	1	19	6	51
Rensselaer.....	32	79	6	50
Richmond.....	.....	4	.....	20
Rockland.....	11	14	3	17
St. Lawrence.....	243	121	56	52
Saratoga.....	101	71	20	34
Schenectady.....	19	22	3	17
Schoharie.....	116	52	12	16
Schuyler.....	28	15	6	12
Seneca.....	29	25	19	20
Steuben.....	201	82	45	48
Suffolk.....	22	63	5	50
Sullivan.....	65	72	3	36
Tioga.....	73	45	9	11
Tompkins.....	77	28	21	22
Ulster.....	47	87	23	72
Warren.....	76	44	4	10
Washington.....	98	55	22	35
Wayne.....	76	57	10	35
Westchester.....	6	54	2	65
Wyoming.....	93	35	16	23
Yates.....	62	20	6	12
Total.....	4,838	2,953	1,010	1,840

EXHIBIT No. 3.

DECISIONS IN APPEAL CASES.

BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, FROM
NOVEMBER 13, 1889, TO OCTOBER 16, 1890.

NOTE.

In the annual report of 1887, the practice of publishing the more important decisions of the Superintendent in contested matters brought before him on appeal from the action of local officers or district meetings was commenced. It has proved so satisfactory to the great body of persons interested in our public school affairs that it is continued. It is impossible, however, to do more than set forth the opinions which declare principles not previously established, or construe statutes not heretofore elucidated, and are, therefore, of more than local interest. Decisions of such a character up to the sixteenth day of October, 1890, are here presented.

A. S. D.

TABLE OF DECISIONS.

- No. 3826.** In the Matter of the Appeal of Sherman P. Tracy, as Collector of School District No. 12, of the Town of Triangle, in the county of Broome, *v.* Josephine Adams, Sole Trustee of said District.
- No. 3827.** In the Matter of the Appeal of George McLaughlin *v.* James Edwards, Trustee of School District No. 2, Town of Dansville, County of Livingston.
- No. 3828.** In the Matter of the Appeal of Rodolphus Francisco, Edwin R. Steenrod and Marvin Cook *v.* Sylvester Jagger, as Trustee of School District No. 12, in the Town of Colchester, Delaware County, and George D. Chamberlin, School Commissioner of the First Commissioner District of Delaware County.
- No. 3829.** In the Matter of the Appeal of John B. Flett *v.* The Board of Education of Union Free School District No. 2, of the Town of Springport, County of Cayuga.
- No. 3830.** In the Matter of the Appeal of Lyman S. White and others *v.* Horatio Gardner, as Trustee of School District No. 8, Town of Big Flats, County of Chemung.
- No. 3831.** In the Matter of the Appeal of Reuben A. Scofield *v.* Stephen B. Ayres *et al.*
- No. 3834.** In the Matter of the Appeal of Thomas T. Powell *v.* Thomas E. Butler, as Trustee of School District No. 13, of the Town of Coeymans, County of Albany,
- No. 3835.** In the Matter of the Appeal of William S. Snyder and others *v.* Joseph B. Thyne, School Commissioner of Fulton County.
- No. 3836.** In the Matter of the Appeal of Fannie A. Karker *v.* George C. Knowles, Trustee of School District No. 4, of the Town of Westerlo, County of Albany.
- No. 3837.** In the Matter of the Appeal of J. F. Tracy *v.* John S. Moot, Trustee of School District No. 33, of the Town of Hector, County of Schuyler,
- No. 3838.** In the Matter of the Appeal of Florence H. Thorn *v.* Edward B. Odell, Trustee of School District No. 2, of the Town of Yorktown, County of Westchester.
- No. 3839.** In the Matter of the Appeal of Edward B. Odell from the Proceedings of the Annual Meeting of School District No. 2 of the Town of Yorktown, County of Westchester, held August 6, 1889.
- No. 3840.** In the Matter of the Appeal of Charles H. Ver Nooy *v.* John H. Slater, Trustee of School District No. 8, town of Rochester, Ulster County.
- No. 3841.** In the Matter of the Appeal of Lyman A. Colson *v.* Calvin S. Edwards, Trustee of School District No. 6, Town of Edinburgh, Saratoga County.
- No. 3842.** In the Matter of the Appeal of Robert G. Ostrander and others, from the Proceedings of a Meeting held to Organize a Union Free School in Districts Nos. 2, 5, and 10, of the Town of Wells, Hamilton County.
- No. 3843.** In the Matter of the Appeal of Lena Marzolf *v.* C. Hyman, Jr., Trustee of School District No. 10, of the Town of Sheldon, County of Wyoming.
- No. 3844.** In the Matter of the Appeal of Lewis S. Turner *v.* Charles A. Davis, Trustee of School District No. 7, of the Town of Mount Sinai, Suffolk County.
- No. 3845.** In the Matter of the Appeal of Peter E. Davis, from the Proceedings of the Annual Meeting held August 6, 1889, in District No. 6, of the town of Colchester, County of Delaware.

- No. 3846.** In the Matter of the Appeal of Charles McCarthy v. I. N. Webb and Joseph W. Shipway.
- No. 3847.** In the Matter of the Appeal of John K. Larmon v. Joseph W. Barbur, School Commissioner of the First Commissioner District of Washington County.
- No. 3848.** In the Matter of the Appeal of Charles A. Sly, sole trustee of School District No. 2, of the Town of Nanticoke, in the County of Broome v. James L. Lusk, School Commissioner of the Second Commissioner District of Broome County.
- No. 3849.** In the Matter of the Appeal of John Crofoot, Cornelius Sullivan and William Oakley v. Michael B. O'Hara, Sole Trustee of School District No. 5, of the Town of High Market, County of Lewis.
- No. 3850.** In the Matter of the Appeal of Moses N. Roe v. Benjamin Snyder as Trustee of School District No. 5, of the Town of Candor, County of Tioga.
- No. 3851.** In the Matter of the Appeal of S. C. Armstrong and others v. Loyal L. Davis, as School Commissioner of Warren County, Charles W. Noble as supervisor and A. R. Noble as Town Clerk of the Town of Johnsbury in said County, and their Successors in Office.
- No. 3852.** In the Matter of the Appeal of Franklin D. Rice v. School District No. 8 of the Town of Homer in the County of Cortland.
- No. 3853.** In the Matter of the Appeal of David M. Elliott and others from The Proceedings of a Special School Meeting held December 7, 1889, in School District No. 6, of the Town of East Greenbush, Rensselaer County.
- No. 3853½.** In the Matter of the Charges against H. L. Bundy.
- No. 3854.** In the Matter of the Charges against Andrew J. Mulligan, Sole Trustee of School District No. 4, of the Town of Greece, County of Monroe.
- No. 3855.** In the Matter of the Appeal of George E. Soper v. John H. Smith, Sole Trustee of School District No. 5, of the Town of Smithtown, County of Suffolk.
- No. 3856.** In the Matter of the Appeal of George H. Curreen and others from the Proceedings had in District No. 1, of the Town of Greenbush, County of Rensselaer.
- No. 3857.** Henry Ziegenfuss v. School District No. 2, of the Town of Avoca, County of Steuben.
- No. 3859.** In the Matter of the Appeal of Hiram A. Frisbie from the Proceedings of Certain School Officers in District No. 7, of the Town of Harford, County of Cortland.
- No. 3860.** In the Matter of the Appeal of James D. Lawrence v. Abram J. Corbin, Sole Trustee of School District No. 1, of the Town of Kortwright, County of Delaware.
- No. 3861.** In the Matter of the Appeal of Patrick Horan v. The Board of Trustees of School District No. 19, of the Town of Watervliet, County of Albany.
- No. 3862.** In the Matter of the Appeal of Thomas Riley, Calvin Sherman and Cyrus C. Terwilliger, as Trustees of School District No. 16, of the Town of Rochester, Ulster County, v. E. D. Lounsbury and others, Trustees of School District No. 1, of the Town of Wawarsing, County of Ulster.
- No. 3863.** In the Matter of the Charges against Irving W. Craw.
- No. 3864.** In the Matter of the Appeal of A. Hall Burdick v. The Board of Education of Long Island City.
- No. 3865.** In the Matter of the Appeal of Annie M. Lawton v. The Board of Education of Long Island City.
- No. 3866.** In the Matter of the Charges against William G. Wilson.
- No. 3867.** In the Matter of the Appeal of Henry R. Paul v. A. N. Butterworth, Trustee of School District No. 15, Town of Albion, County of Oswego.

- No. 3868.** In the Matter of the Appeal of E. D. Curtis and another *v.* Charles G. Gillett, Trustee of School District No. 2, Towns of Barre and Elba, in the Counties of Orleans and Genesee.
- No. 3869.** In the Matter of the Appeal of George Flack, Trustee of School District No. 17, Town of Hartland, County of Niagara, *v.* Robert G. Woods. School Commissioner of the Second Commissioner District of Niagara county.
- No. 3870.** In the Matter of the Appeal of Cornelius Slattery *v.* George Flack, Trustee of School District No. 17, Town of Hartland, County of Niagara.
- No. 3871.** In the Matter of the Appeal of T. G. Knights, Trustee of School District No. 8, Towns of Burns and Almond, Allegany county, from the Proceedings of Special District Meeting of said District held February 12, 1890.
- No. 3873.** In the Matter of the Appeal of John Near, Trustee of School District No. 9, Towns of Ellicott and Ellery, Chautauqua County, *v.* Myron Clark and G. Vetter.
- No. 3875.** In the Matter of the Appeal of Frank J. Alverson *v.* Michael Joy, Jr., Trustee of School District No. 14, Town of Springwater, County of Livingston.
- No. 3876.** In the Matter of the Appeal of Arthur C. Watkins *v.* The Board of Education of Sandy Creek High School, Oswego County.
- No. 3877.** In the Matter of the Appeal of Mary Moore *v.* The Board of Education of Union Free School District No. 6, Town of Manlius, Onondaga county.
- No. 3878.** In the Matter of the Appeal of S. F. Snow *v.* The Board of Education of Union Free School District No. 10, Town of Skaneateles, County of Onondaga.
- No. 3879.** In the Matter of the Appeal of Frank G. Snyder, Walter W. Hyde, by his Father and Guardian, Orange P. Hyde, and Walter W. Edwards, by his Father and Guardian, David Edwards, *v.* Cornell University.
- No. 3882.** In the Matter of the Appeal of George Allen and William Smith *v.* Jacob Closser, Trustee of School District No. 9, Town of Allen, County of Allegany.
- No. 3883.** In the Matter of the Appeal of George E. Fralick and others *v.* Jonathan E. Leach, Sole Trustee of School District No. 4, Town of Marathon, Cortland County.
- No. 3884.** In the Matter of the Appeal of the Trustees of School District No. 6, Town of Johnstown, County of Fulton *v.* Joseph B. Thyne, School Commissioner, and others.
- No. 3885.** In the Matter of the Appeal of George Steinson *v.* John Jasper, Superintendent of Schools of the City of New York.
- No. 3886.** In the Matter of the Appeal of Newton R. Peckham *v.* R. C. Francis, School Commissioner of the First Commissioner District of Madison County.
- No. 3887.** In the Matter of the Appeal of Francis J. McBarron *v.* John Jasper, Superintendent of Schools of the City of New York.
- No. 3888.** In the Matter of the Appeal of Grant R. Dent *v.* Hiram Thayer, Trustee of School District No. 11, Town of Florida, County of Montgomery.
- No. 3890.** In the Matter of the Appeal of Abraham Wright *v.* Coe H. Ten Eyck, Sole Trustee of School District No. 20, Town of Warwick, County of Orange.
- No. 3891.** In the Matter of the Appeal of William McDonough *v.* Lorenzo Smith, Trustee of School District No. 6, Town of Springfield, County of Otsego.
- No. 3892.** In the Matter of the Appeal of Frank V. Hinman *v.* William Caywood, Trustee of School District No. 2, Town of Erin, County of Chemung.
- No. 3893.** In the Matter of the Appeal of Thomas G. Parsons and Mary B. Parsons *v.* William J. Barr, School Commissioner of Genesee County.
- No. 3894.** In the Matter of the Appeal of H. B. Harrison, School Commissioner of the Second Commissioner District of Steuben County, *v.* De Voy Bailey, Trustee of School District No. 2, Town of Troupsburgh, Steuben County.

- No. 3895.** In the Matter of the Appeal of Fred. C. Hodges *v.* R. F. Brown as Trustee of School District No. 12, Town of Adams, Jefferson County.
- No. 3896.** In the Matter of the Appeal of Porter Green *v.* School District No. 9, Town of Adams, Jefferson County.
- No. 3897.** In the Matter of the Appeal of Alonzo Knowles *v.* DeWitt A. Marion, Trustee of School District No. 13, Town of Van Etten, County of Chemung.
- No. 3898.** In the Matter of the Appeal of Catharine L. Valentine *v.* The Board of Education of the City of Brooklyn.
- No. 3899.** In the Matter of the Application of Charles Melius and others *v.* George H. Curren, D. Oscar Dennison and George H. Burch, as Members of the Board of Trustees of School District No. 1, of the Towns of Greenbush and East Greenbush, County of Rensselaer.
- No. 3902.** In the Matter of the Appeal of John Prentice *v.* Jacob Farner, Trustee of School District No. 8, Town of Concord, County of Erie.
- No. 3903.** In the Matter of the Appeal of J. P. O'Bryan and others *v.* District No. 1, Town of Ashland, County of Chemung.
- No. 3904.** In the Matter of the Appeal of Barnard Donel and others *v.* Ezra B. Knapp, School Commissioner of the Second Commissioner District of Onondaga County.
- No. 3905.** In the Matter of the Appeal of W. A. Cleveland *v.* The Trustees of District No. 3, Towns of Middletown and Southfield, County of Richmond.
- No. 3906.** In the Matter of the Appeal of George E. Soper *v.* School District No. 5, Town of Smithtown, County of Suffolk.
- No. 3907.** In the Matter of the Appeal of Alfred T. Bortle and Jacob P. Lansing *v.* The Trustees of School District No. 11, Town of Schodack, Rensselaer county.
- No. 3908.** In the Matter of the Appeal of John R. Archibald and others *v.* School District No. 4, in the Town of Portville, County of Cattaraugus.
- No. 3909.** In the Matter of the Appeal of DeEtte Adsit from the Proceedings of the Annual School Meeting held in School District No. 5, Towns of Hanover and Sheridan, County of Chautauqua.
- No. 3910.** In the Matter of the Appeal of John Van Buren from the Proceedings of the Annual School Meeting held in District No. 12, Town of Volney, County of Oswego.
- No. 3911.** In the Matter of the Appeal of George C. Tredwell and others *v.* The Board of Education of Union Free School District No. 21, of the Town of Hempstead, County of Queens.
- No. 3912.** In the Matter of the Appeal of Peter Gibney and others *v.* Michael Lynch, as Trustee of School District No. 3, Town of Minerva, County of Essex.
- No. 3913.** In the Matter of the Appeal of B. F. Presley *v.* School District No. 16, Town of Sandy Creek, County of Oswego.

DECISIONS IN APPEAL CASES.

.By ANDREW S. DRAPER,

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

No. 3826.

In the Matter of the Appeal of SHERMAN P. TRACY, as Collector of School District No. 12, of the Town of Triangle, in the County of Broome, v. JOSEPHINE ADAMS, Sole Trustee of said District.

A trustee refused to further renew a warrant to collect district taxes, the warrant having already been once renewed by a former trustee; *held*, that the law is not mandatory upon trustees to extend an unexecuted warrant. The trustee is authorized to extend the warrant, but the law contemplates that the authority shall be exercised only in exceptional cases. When the district collector is unable to enforce a warrant, the statute provides the course of procedure which he is to follow and which will relieve him from further responsibility.

(Decided November 13, 1889.)

Lewis & Paige, for appellant.

John P. Wheeler, for respondent.

It appears that, on the 11th day of July, 1889, Mr. G. H. Greaves, then sole trustee of the above-named district, issued and placed in the hands of the appellant, as collector, a tax list and warrant for the collection of the sum of thirty-four dollars and four cents. In executing the warrant the collector was able to collect from all persons on the tax list except two, who refused to pay. He thereupon levied upon the personal property of such persons and sold the same. The result of this proceeding was a litigation in each case, which is yet pending. The collector applied to and received from the then trustee a renewal and extension of the life of the warrant for thirty days from the 5th day of August, 1889. At the annual school meeting held upon the 6th day of August, 1889, the respondent, Josephine Adams, was elected trustee, and one Mary Smith was elected collector. On the 23d day of September, 1889, the appellant presented to the respondent the tax list and warrant, and asked for the renewal thereof, which was refused. From such refusal this appeal is brought, and the superintendent is asked to direct the present trustee to renew the warrant.

There are many other matters set up in the papers of the respective parties, but the foregoing are all that are essential to the determination of the issue here. I am of the opinion that the appellant is not entitled to the relief he seeks. It is unnecessary to consider all the minute and technical considerations which are presented by ingenious counsel upon the one side, or all the innumerable technical objections which are interposed by no less ingenious counsel upon the other. The statute does not contemplate that tax warrants shall be indefinitely extended. The law is by no means mandatory upon the trustee

to extend an unexecuted warrant. It only authorizes the trustee to extend a warrant, and contemplates that the authority shall be exercised only in exceptional cases. It provides the course which the collector is to follow in case he is unable to execute the warrant in any particular instance. Section 75 of title VII of the Consolidated School Act, provides "if any tax upon real estate placed upon the tax list and duly delivered to the collector * * * shall be unpaid at the time the collector is required by law to return his warrant, he shall deliver to the trustees of the district, an account of the taxes remaining due, containing a description of the lands upon which such taxes were unpaid as the same were placed upon the tax list, together with the amount of the tax so assessed, and upon making oath before any justice of the peace or judge of court of record that the taxes mentioned in any such account remain unpaid, and that, after diligent efforts, he has been unable to collect the same, he shall be credited by said trustees with the amount thereof." The statute then provides that the trustees shall certify the facts and transmit the matter to the county treasurer, and it makes it the duty of the county treasurer to pay the taxes and lay the matter before the board of supervisors; and it then becomes the duty of the board of supervisors to cause the amount of such unpaid taxes to be levied upon the lands upon which they were imposed. It appears in this case that the unpaid taxes were upon real estate. The law provides all the facilities for enforcing the collection of the taxes remaining unpaid. It therefore seems clear to me that the present trustee was under no statutory direction or obligation to renew the warrant; and the fact that the warrant had expired nineteen days before application for renewal was made, together with the fact, which seems to be undisputed, that there had never been any written appointment of the collector to whom such warrant was issued, made by the trustee then in office, coupled with the farther fact there was litigation pending touching the validity of the proceedings to enforce the tax list, and that the district was abundantly protected in another and better way, was sufficient to justify the present trustee in declining to renew the warrant.

The appeal is dismissed.

No. 3827.

In the Matter of the Appeal of GEORGE McLAUGHLIN v. JAMES EDWARDS,
Trustee of School District No. 2, Town of North Dansville, County
of Livingston.

Where the allegations of an appellant who claims that he was elected to the office of trustee, which office has been awarded to another, and the allegations of the claimant are squarely denied, there must be a preponderance of proof in support of the appellant's allegations, to entitle him to a decision in his favor.

(Decided November 14, 1889.)

At the annual meeting in the above-named district the respondent was declared elected trustee. The appellant claims that there was fraud in the election, that the chairman acted arbitrarily and wrongfully, and that he, appellant, was in fact elected. The allegations of appellant are squarely denied by the respondent, and whatever the facts may be, there is no such preponderance of proof in support of the allegations of the appellant to justify me in sustaining this appeal.

No. 3828.

In the Matter of the Appeal of RODOLPHUS FRANCISCO, EDWIN R. STEENROD and MARVIN COOK v. SYLVESTER JAGGER, as Trustee of School District No. 12, in the Town of Colchester, Delaware County, and GEORGE D. CHAMBERLIN, School Commissioner of the First Commissioner District of Delaware County.

There must be a strong case and overwhelming proof to justify the Superintendent in overruling the action of two school commissioners in refusing to sanction the formation of a new district out of parts of two school districts lying in different counties.

(Decided November 14, 1889.)

The appellants desire a new school district created out of portions of school district No. 12, Colchester, Delaware county, and school district No. 1 of Rockland, Sullivan county.

The trustee of No. 12, Colchester, refuses to consent to the change. The school commissioners in Delaware and Sullivan counties have met upon the ground, investigated and considered the matter, and determined that it was not advisable to make the order, for the present at least. Upon this state of facts, the appellants come to the Department.

There are some informalities in the proceedings of the appellants. They have failed to make the school commissioner of Sullivan county a party to their proceeding, although that officer occupies a position in the matter inferior to no one else. There is a serious question raised as to the regularity of the service of the appellants' papers. Notwithstanding this, I have looked into the case. The circumstances would have to be extreme and the proofs overwhelming to justify the Superintendent in overruling two school commissioners and the trustee of one of the school districts affected, in refusing to sanction the formation of a new school district out of parts of two school districts lying in different counties. If they were to take the action, it would be in violation of all general principles governing such matters, and only because of a necessity so urgent as to know no law. The appellants fail to make out such a case.

The appeal must be dismissed.

No. 3829.

In the Matter of the Appeal of JOHN B. FLETT v. THE BOARD OF EDUCATION OF UNION FREE SCHOOL DISTRICT No. 2, OF THE TOWN OF SPRINGPORT, COUNTY OF CAYUGA.

A teacher of a district school neglected to attend the session, of a teachers' institute, although the school was closed during the week, by the trustees' direction, because of a report which prevailed that a contagious disease was prevalent in the vicinity where the institute was held. *Held*, that the teacher was not entitled to recover pay for the week of the institute.

(Decided November 16, 1889.)

During the school year 1887-8, the appellant was a teacher in the above-named district. In the month of November, that year, a teachers' institute was held at the village of Moravia, which it was the duty of the appellant to attend. His school was closed to permit him to do

so. He did not attend because of reports of the prevalence of diphtheria at Moravia. The board of education refused to pay his wages, and he brings this appeal to compel payment.

The records of this Department throw some light upon the cause which the appellant assigns for his non-attendance at the Moravia institute, for the attention of the Superintendent was called to the matter at the time. He caused an investigation to be made, and learned that there was no substantial reason why the institute should not be held there, as arranged, and directed the commissioner to advise teachers accordingly. The commissioner advised the appellant to this effect. The greatest care was exercised in the matter, and the appellant was not only generally advised in the same way that all teachers were, but he was specifically advised by letter from the school commissioner upon the authority of the health authorities of the town that there was no danger involved in his attending the institute. If, after this, he remained away, it should be at the loss of pay for the week, unless there were some other considerations to control his action. He says that he was advised by two of the three members of the board of education not to attend the institute. Two of the members of the board for that year deny this. But whatever there is of that is not very material. The board closed the school during institute week to enable the teachers to attend the institute. This is the important fact in the case as indicating the purpose of the board. The street talk of individual members would count but little as against the formal action of the board.

The law provides that teachers shall be paid for time spent at an institute, as it does for time spent in teaching. If prevented from teaching during any portion of the term of employment by the action of the trustees, and for reasons with which the teacher is not chargeable, he is to be paid the same as though he had taught. It is quite possible that, although the school was closed during the institute week, a teacher might be entitled to pay who did not attend the institute, if his absence was due to the official action of the trustees, or was for a cause which met the approval of the trustees. But this case does not come within that rule. The board has closed the school to permit attendance at the institute. The board afterward did nothing to prevent the appellant attending the institute. In remaining away he assumed the responsibility. The board does not now think he had sufficient justification for his absence. In this I must agree with them, and I do not therefore think they should be compelled to pay the appellant his wages for the week.

It follows that the appeal must be dismissed.

No. 3830.

In the Matter of the Appeal of LYMAN S. WHITE and others v. HORATIO GARDNER, as Trustee of School District No. 8, of the town of Big Flats, in the county of Chemung.

No opportunity having been afforded at an annual meeting for a fair expression of the opinions or preference of the voters present thereat, concerning the choice of trustee, the result will be set aside, declared of no effect and a new election ordered.

(Decided November 16, 1889.)

This appeal is brought for the purpose of determining whether the respondent was duly elected trustee at the annual school meeting held in the above-named district. If elected at all, it was by acclamation. The appellants show that they attempted to have the vote taken by ballot, and were unable to do so. They also show that they attempted to have a count upon the motion that the respondent be elected trustee, and were unable to procure that, the chairman ignoring the request and declaring Gardner elected.

The papers on each side show that there was much confusion and unseemly wrangling at the meeting. I have arrived at the conclusion that there was no opportunity afforded for a fair expression of opinion or preference of the voters present at the meeting concerning the choice of trustee, and that, therefore, the declaration of the chairman that Gardner was elected, should be set aside and held to be of no effect.

It is so ordered, and the district clerk is directed to call a special meeting of the district not less than ten nor more than twenty days from the date hereof, for the purpose of electing a trustee. Lawful acts of Gardner, as trustee, prior to the filing of this decision in the clerk's office, will be upheld and given force and effect.

The appeal is sustained.

No. 3831.

In the Matter of the Appeal of REUBEN A. SCOFIELD v. STEPHEN B. AYRES et al.

Where, in a contest to determine who was elected trustee, it appears that five double ballots were found in the box, which were disregarded and not counted by the tellers, although the total number of ballots in the box was less than the number of persons voting, as shown by the poll-list, and no evidence is produced to show that the double ballots were fraudulently folded together, but it is shown on the contrary that they might have slipped together after being cast.

Held, that the tellers were not justified in throwing out the double ballots. They should have produced evidence to show that they were fraudulent, or should have counted them. If the number of ballots exceeded the poll-list, the excess should have been withdrawn at random from the whole number.

General allegations upon information and belief, that many persons voted who were not entitled to, will not suffice. Such persons should have been challenged at the election. It is necessary not only to state specifically who voted without right, but that such persons voted at the procurement, or in the interest of the opposition.

Where affidavits are presented on one side by a number of persons who swear that they were paid for voting by the other side, and affidavits by the same affiants to the effect that their former affidavits were not true, and were made for pay, or when intoxicated, it is a case for the district attorney. Unless enough fraudulent votes are shown to have been cast to have changed the result, the Department will not set aside the election.

A. C. Harwick, for appellant.

This is an appeal from the declared result of an election for trustees in the union free school district embracing the village of Penn Yan, in the county of Yates, held at the annual meeting, on the 7th of

October, 1889. Three trustees were to be elected. Five persons were voted for. According to the determination of the inspectors, Mr. Edson Potter received 536 votes, Mr. P. P. Curtis 336, Mr. Stephen B. Ayres 302, Mr. R. A. Scofield 275, and Mr. B. L. Holt 235, and the three first named were declared elected.

The appellant, with a view to overthrowing this result, alleges:

First. That ten ballots bearing the name of Scofield, Potter and Curtis were wrongfully thrown out and not counted by the inspectors.

Second. That enough illegal votes were cast and counted for the ticket opposed to him to have changed the result as between Ayres and himself.

Third. That the result as declared was attained through corrupt and fraudulent acts on the part of his opponents, including the purchasing of votes.

The real and only issue is between the appellant and the respondent Ayres, and he alone interposes an answer. According to the inspectors, Mr. Curtis had a majority of 101 over Mr. Holt, and no substantial effort is made to overcome or set aside this result. But the declared result gave Mr. Ayres but twenty-seven majority over Mr. Scofield, and the latter insists that this was attained by fraud, and should be set aside. Mr. Ayres answers and denies the allegations of the appellant generally and specifically.

It becomes necessary to examine each of the appellant's grounds of appeal and the proofs thereupon submitted by the respective parties in interest.

First. It is claimed that ten ballots cast for the appellant and his associates were thrown out and not counted by the inspectors. There is no conflict of evidence upon this point. Mr. George R. Young, one of the members of the board of education, and a teller, kept the poll-list of persons voting. At the conclusion of the voting this list showed the names of 563 persons who had voted. Upon counting the ballots before opening there were apparently but 559. Mr. Young however, swears that upon opening the ballots, five double ballots, or ten in all, were found folded together in pairs, each of which contained the names of Potter, Curtis and Scofield, and that none of these were counted. He says that the paper upon which these ballots were printed was thinner than that used for the other ballots, and that they were so folded that they might easily have been slipped together after being deposited in the box. This is the only evidence upon this point. Neither of the other inspectors makes any statement upon this evidence, and in view of the number of names on the poll-list, I am of the opinion that the inspectors exceeded their authority in disregarding the ten ballots referred to. It is more likely that the names of some voters were not recorded or checked than that more were reported than voted. If the votes in the box exceeded the names upon the poll-list, the excess should have been withdrawn at random and cast aside, unless a majority of the inspectors were satisfied that the excess was due to the fraudulent folding of ballots together before voting. In the latter case the inspectors should appear here to sustain their action, with the reason for it. One of them appears and disowns and discredits the idea of fraudulent double ballots, and the others are not heard from. It therefore

seems to me that the appellant is entitled to be credited with the ten votes in question.

Second, The appellant presents a list of names of thirty-one persons who voted, and who, he says, "upon faithful inquiry and search, he is unable to ascertain, possess the necessary qualifications to make them voters in said district." He swears, upon information and belief, that more than enough of them voted against him to have changed the result. It seems to me that this is not sufficiently specific and certain to be of value to appellant's case. If the right of any of these persons to vote was in doubt, they should have been challenged and required to desist or take the statutory oath, and a foundation laid for subsequent criminal proceedings against them. Neglecting that, and raising the question at this late day, it is upon the appellant to show affirmatively that these persons do not own or hire real estate in the district, and were not assessed for more than fifty dollars of personal property on the last assessment-rolls of the town, and were not the parents of children attending school during the last year, and did not meet any one of the other conditions which, under the statute, would qualify him to vote at a school meeting. Moreover, as it seems to me, even though he had made a *prima facie* case against the right of these persons or any of them to vote, he cannot charge his opponent with the responsibility of defending or maintaining that right on their part without first showing by evidence more specific and substantial than information and belief, that such opponent had procured them to vote without right, or at least had profited by their unlawful votes. In other words, to make this point avail him, it was necessary for the appellant to show, affirmatively, by proof, that certain persons voted who had no right, and also that they voted for the respondent.

It is of interest in this connection, although it would not seem to be vital, that the respondent Ayres says under oath, that he has made inquiry in regard to this list of names and finds that nearly all of them were legal voters, but that he does not know whether they voted for him or not, and that he "has no knowledge or information that any vote was obtained for deponent by any person by reason of any corrupt or fraudulent practice on the part of any one." This seems to me to be certainly all it was necessary for him to say in answer to the general and unsupported allegations of the appellant upon this point.

In the third place, the appellant asserts and undertakes to prove, that the bribery of voters was resorted to by his opponent. He presents the affidavit of Holder Synder, who swears that one, Frank Conklin, told him he could get a dollar for voting the Ayres ticket, and that he promised to vote it but got there too late and did not vote. He also presents the affidavit of Bernard T. Barry, who swears that Morris F. Shepperd gave him an Ayres ticket to vote and that he voted it, and subsequently, Shepperd, in his presence, gave Howland Snyder one dollar to be divided between them for so doing, and Howland Synder corroborates him. Appellant also presents the affidavit of Johnson Hewins, who swears Orville F. Randolph promised and paid him a dollar for voting the Ayres ticket. He also presents the affidavit of Frank Conklin to the effect that he was employed for the

sum of three dollars by Samuel P. Burrill to purchase "floaters" for the Ayres ticket at one dollar each, and names Charles Stanton, John Farrell and Charles Newland as men whose votes he purchased according to the terms of the agreement. The affidavit of John Kelly, who swears that he was promised one dollar by Frank Conklin for voting the Ayres ticket, but omits to say that he got the money, is also presented. The affidavit of Charles Stanton, saying that he was promised one dollar by Conklin, if he would vote the Ayres ticket, that he did vote it and afterwards received the money is also presented.

Here is evidence to the effect that eight men at least were procured to vote against the appellant for pay. Although the number is not sufficient to wipe out the majority still standing against the appellant, I should be strongly inclined to deem it, if uncontradicted, sufficient to justify me in holding the election void in order to condemn such methods and rebuke persons who would be identified with or profit by them. I have, therefore, looked with considerable interest to see what answer the respondent makes upon this point.

Mr. Ayres presents an affidavit by Holder Snyder, in which that worthy swears that there is no truth in his affidavit presented by the appellant, and that he signed it when intoxicated. The respondent also presents an affidavit by Bernard T. Barry, saying that there is no truth in the former affidavit made by him, and that he signed it when intoxicated and without knowing its contents. He also presents an affidavit by Howland Snyder, to the effect that he was asked by one William Sheldon to make an affidavit that he (Snyder) received money for his vote and that he refused to do so, as it would not be true; that Sheldon asked him to state what took place, and he did so, and Sheldon pretended to write it down; that Sheldon then read it to him, and that as he read it, it was that he did not sell his vote, and believing that to be the nature of the affidavit, he signed and swore to it. The affidavit of John Kelly is also presented, in which he swears that he did not vote at the election in question, and did not receive pay for so doing, and that he made the affidavit presented by appellant at the solicitation of Sheldon, and was paid seventy-five cents for so doing. Also the affidavit of Charles Stanton that he made his former affidavit at the solicitation of Sheldon, and without knowing what was in it, and that as it is now read to him, it is not true, and that he did not receive any money for his vote at such election.

This answer of the respondent to the third point of appellant's case, unfortunately does not reach and cover all the instances in which bribery is alleged, but it very seriously undermines his position. If some evidence of alleged bribery is shown to have been procured in the way this was, then we are left to speculate whether all is not of the same character. I am by no means satisfied that bribery was not resorted to. It is certain, however, that the appellant does not show enough of it to have changed the result of the election in any case, and outside of legal right, there would hardly be sufficient ground in view of the doubts thrown upon all the testimony concerning bribery, for the exercise of the discretionary powers of the Superintendent.

Whether bribery was resorted to or not, it is tolerably certain that other crimes were committed on one side or the other, if not by the principals, then by their zealous partisans, in connection with this

school meeting. Such crimes should be ferreted out and punished, but this duty does not devolve upon this Department, and it has neither the facilities nor the time for doing it. The law provides the machinery and the officers for attending to this phase of the subject. The Department will co-operate with the proper officers in punishing crime, so far as it may be able, but farther than that it can not go.

The appeal must be dismissed.

No. 3834.

In the Matter of the Appeal of THOMAS T. POWELL v. THOMAS E. BUTLER, as Trustee of School District No. 13, of the Town of Coeymans, County of Albany.

A qualified elector duly chosen a school officer was, by a misrepresentation of the law, induced to state to the meeting at which he was chosen, "That he wanted no fuss about the matter, and did not care for the office." *Held*, not to be a refusal to serve. The subsequent election of another person to the same office at the same meeting; *held*, void.

(Decided December 2, 1889.)

O'Brien & Addington, for appellant.

Barlow & Greene, for respondent.

Thomas T. Powell, a resident elector of school district No. 13, town of Coeymans, Albany county, who claims that he was duly chosen sole trustee of said district at the last annual meeting, asks that he be declared trustee and that the respondent be removed from the office of trustee for neglect of duty and upon other grounds.

A singular state of facts is presented. The proofs show that the annual meeting was attended by thirteen electors, and that appellant was chosen trustee without dissent, and so declared by the chairman. Subsequently the respondent stated to the meeting that the appellant was not eligible to the office, not being a taxpayer. Whereupon appellant stated "that he wanted no fuss about it, and did not care for the office." Some one thereupon nominated respondent for trustee, and two or three voted for the proposition, and respondent was declared elected; not, however, without objection by one of the electors, who stated that no vacancy existed.

There is no question about the election of the appellant as trustee, and it appears he is and was eligible to the office. The only point in the case is this: Did the appellant at the annual meeting or since, refuse to serve as trustee? Acting upon the erroneous information given to the meeting by the respondent, appellant stated he "did not care for the office and wanted no fuss about it." It appears he does want the office, and does not refuse to serve therein.

I do not consider the language used at the annual meeting by the appellant, based upon the unwarranted remark of respondent, a refusal to serve, and I therefore declare Thomas T. Powell to have been duly chosen sole trustee of district No. 13, town of Coeymans, Albany county, at the annual meeting last held, to be entitled to perform the duties of said office, and, until his term expires, or he vacates the office, it is incumbent upon him to discharge the duties of trustee.

There was no warrant for the second election of trustee at the annual meeting. The respondent clearly had no title to the office, there existing at the time of the election no vacancy in the office of trustee; consequently, the assumed election of respondent was void.

In accordance with the above findings of facts, the appeal is sustained.

No. 3835.

In the Matter of the Appeal of WILLIAM S. SNYDER and others v. JOSEPH B. THYNE, School Commissioner of Fulton County.

Order of school commissioner altering the boundary line of school districts in the absence of any irregularity in procedure, sustained, although it is alleged the alteration will not prove advantageous to educational interests of territory affected, where proof of such fact is insufficient.

(Decided December 3, 1889.)

Spencer & Banker, for appellants.

Philip Keck, for respondent.

This is an appeal from the order of the school commissioner altering the boundary line between school districts Nos. 15 and 16, of the town of Johnstown, in the county of Fulton, and also from an order of the commissioner, supervisor and town clerk, made on the 6th day of September, 1889, confirming the first-mentioned order.

Numerous reasons are set forth by the appellants why, in their judgment, the alterations should not be made. I have heard able counsel at length concerning the matter, and have read the papers with much care. I do not perceive any irregularity on the part of the commissioner, or the officers associated with him. The proceedings seem to have been taken with much deliberation. I am unable to determine with any degree of confidence, whether the change will prove advantageous to the educational interests of the territory affected or not; but inasmuch as the appellants fail to make a case which satisfies my mind that it is not to the advantage of such residents that the order should be made, and, as the burden of proof is upon the appellants in that connection, I arrived at the conclusion that I should uphold the action of the local authorities, and dismiss the appeal.

No. 3836.

In the Matter of the Appeal of FANNIE A. KARKER v. GEORGE C. KNOWLES, Trustee of School District No. 4, of the town of Westerlo, County of Albany.

Appeal from the action of a school district trustee in issuing a tax list to raise money to pay counsel fees and the expenses of the prosecution of a criminal action. It appearing that the prosecution of the action, and the employment of counsel by the trustee, was directed by a district meeting, *held*, that the tax therefor was legal.

(Decided December 6, 1889.)

Barlow & Greene, for respondent.

Appellant, a resident of the county of Schoharie, but the owner of real estate in school district No. 4, of the town of Westerlo, county of Albany, appeals from the action of the trustees of said district in

issuing a tax list to raise money to pay counsel fees and expenses of prosecution of a criminal action for destroying certain property of the school district.

Before the appeal was taken, the tax had been paid by nearly every person assessed, including the tax upon appellant's property, and the amount claimed for counsel fees and expenses had been paid out.

The appellant objects to the tax upon the ground that the prosecution was an individual and not a district matter.

The proofs show that a district meeting authorized the prosecution and the employment of counsel, and the compensation to be paid was agreed upon. Subsequently, a district meeting ordered the payment of the bill of counsel, and authorized the levying of the tax referred to for the purpose.

I am not called upon to pass upon the propriety of the district in engaging in the prosecution of the action in which the expenses were incurred. The evidence before me satisfies me that the district directed it, and that counsel were regularly employed and performed the duties which devolved upon them. By the provisions of section 7 of title XIII, the cost and expenses became a district charge, and was properly collected by district tax and liquidated.

It is nowhere claimed by the appellant that the charge is unreasonable or excessive. It appears the district was represented by a firm consisting of two lawyers, while the defense availed themselves of the services of at least four lawyers.

It follows that the appeal must be dismissed.

No. 3837.

In the Matter of the Appeal of J. F. TRACY v. JOHN S. MOOR, Trustee of District No. 33, of the Town of Hector and County of Schuyler.

Appellant alleges that the supervisor of the town of Hector did not comply with the statute in apportioning the income or proceeds of the sale of gospel and school lands among the schools of Hector. *Held*, that the appellant, not being a resident of the town, nor interested therein, can not be aggrieved thereby, and the complaint will not be considered.

The trustee deducted from a certain tax to be collected from the inhabitants of a town in a joint district an amount which had already been paid from moneys belonging to the schools of said town, *held* to be at least equitable and not a sufficient ground of appeal.

Supervisors have no authority under the statute to equalize an assessment upon personal property in districts composed of parts of two or more towns.

(Decided December 8, 1889.)

This appeal is brought by a resident taxpayer of that portion of the town of Catharine which is included with a part of the town of Hector in school district No. 33, of the towns of Hector and Catharine, Schuyler county. The grounds of appeal I find to be as follows:

1. The supervisor of the town of Hector did not apportion the income or proceeds of the sale of gospel and school lands as the statute contemplates.

2. That the trustee of said district had no authority to deduct from the amount of a certain tax, to be collected from the inhabitants of Hector in said district for district expenses, an amount which had been paid by the supervisor of said town of Hector for teachers' wages, upon an order of the trustee of said district from the income or proceeds of the sale of gospel and school lands.

3. That the trustee did not comply with the statute in assessing personal property in said district, having assessed the same as real estate, the tax upon which had been equalized by the supervisors as between the towns, they having found that the town valuations were not substantially just as compared with each other.

The allegations of the appellant are not squarely controverted by the respondent. The first ground of appeal I do not propose to consider. The supervisor is presumed to have complied with the law, and whether he has properly apportioned the school lot funds among the schools of Hector, I am unable to determine from the data before me. No resident of the town of Hector complains, and the appellant, being a resident of another town, can not be aggrieved thereby.

To the second ground of appeal, I am of the opinion that the action of the trustee was at least equitable. The money paid by the supervisor, for the debt of the district, belonged to the town of Hector, and the action of the trustee was simply to give the inhabitants of Hector the benefit of the same.

The tax list, referred to in the third ground of appeal, was clearly defective. There is no warrant for taxing personal property except at its assessed valuation.

It appears by the answer of the respondent that the supervisors who met to equalize the values of real estate, and determine what proportion of a tax each town of the district should pay, reached the conclusion by including personal as well as real, at the suggestion of a resident of Catharine. This action was unwarranted but no appeal therefrom was taken.

From an examination of the tax list in question, I find but two items of personal assessed, one of \$4,000 in Hector part, and one of \$1,200, to appellant, in Catharine.

If the tax had not been collected and the warrant returned, I should require a correction to be made of the same. As it is, I have computed the tax of the appellant as it should have been, and find it to be four dollars and fifty cents instead of the amount in the tax list of five dollars and sixty-eight cents. The amount in dispute is small, but I have concluded to dismiss the appeal, upon the refunding by the district, to appellant, of the sum of one dollar and eighteen cents, overpaid as stated.

No. 3838.

In the Matter of the Appeal of FLORENCE H. THORN v. EDWARD B. ODELL,
Trustee of School District No. 2, of the Town of Yorktown, County
of Westchester.

A teacher brings an appeal to enforce the payment of wages for time which is a matter of dispute. The teacher neglected to verify and file her register. *Held*, that until the statute in this respect is complied with, the appeal will not be entertained.

(Decided December 9, 1889.)

The appellant was employed as a teacher of the district school in school district No. 2, of the town of Yorktown, Westchester county, by the respondent for a term of seven months, to begin November 19, 1888.

She was paid for five months and up to April 19, 1889, at the contract price, less six days' time which she had lost. The appellant taught until June 18, 1889, and claimed the right to make up the lost time at the close of the term, by an alleged agreement with the trustee, which is denied.

The pleadings contain much of no relevancy to the real issue. It appears that the trustee would not permit the appellant to make up the lost days at the end of the term, but was willing to pay the teacher for the closing two months of the term, and five dollars for caring for the fires.

The appellant, it seems to me, has been more contentious than discreet. She has not yet placed herself in a position to legally demand her pay; has not verified her register and filed the same so as to entitle her to her wages. The trustee on June twenty-fourth last gave the teacher an opportunity to get the register from the school desk, to which she had the key, and she neglected, and, I think, in a captious manner, to do so.

Until the register is properly made up, verified or sworn evidence given of its correctness and appellant's inability to obtain the register, the appeal can not be entertained.

I dismiss the appeal, but without prejudice to appellant's right to enforce her claim by an action against the district, or by an appeal, when she shall have complied with the statute and verified her school register.

No. 3839.

In the Matter of the Appeal of EDWARD B. ODELL from the Proceedings of the Annual Meeting of School District No. 2, of the Town of Yorktown, County of Westchester, held August 6, 1889.

Appeal from the refusal of a district meeting to allow certain expenses by a trustee in defending appeals to this Department. *Held*, that the statute requires that appellant should have appealed to the county judge and not to this Department.

(Decided December 9, 1889.)

The appellant was, prior to the last annual meeting, trustee of school district No. 2, of the town of Yorktown, Westchester county, and while acting as such trustee incurred certain expenses in defending appeals brought to the State Superintendent from his acts as such trustee.

The bill was presented to the last annual meeting and disallowed, and from such action this appeal is taken.

The appellant has mistaken his remedy. He should have appealed to the county judge, pursuant to the provisions of section 9 of title XIII of chapter 555 of the Laws of 1864.

The appeal is dismissed.

No. 3840.

In the Matter of the Appeal of CHARLES H. VER NOOY v. JOHN H. SLATER, Trustee of School District No. 8, Town of Rochester, Ulster County.

Teacher claimed pay for the time a school was closed by the trustee's direction, to prevent the spread of a contagious disease. *Held* that the teacher having resumed the school when directed by the trustee, and having held himself in readiness to teach while school was closed, he is entitled to pay.

(Decided December 9, 1889.)

L. B. Haskins, for appellant.

This is an appeal by a person who was employed to teach the public school in district No. 8, of the town of Rochester, Ulster county, from the refusal of the trustee of said district to compensate him for seventeen days in February and March of the present year, when the school was closed by the proper direction of the trustee, to prevent the spread of a contagious disease then prevalent among the children of the district.

The trustee has refused to pay, upon the ground that the teacher was hired by the day. There is some dispute in relation to the understanding at the time of hiring, but it is undisputed that the usual term of the school after the winter holidays continued until June, in fact, this very term was continued by the same teacher until June. Some days after school was closed in February as above stated, the trustee directed appellant to open the school, but a few children were allowed to attend, the teacher by direction of the trustee, again closed it and it remained closed seventeen days. During this time the teacher was in readiness to open the school when directed to do so, and I hold that he was then in the employ of the district and entitled to pay the same as if school had been taught.

The trustee did not, in words or action, discharge the teacher; on the contrary, he recognized him as in the employ of the district.

The appeal is sustained. The trustee will give an order to the teacher for his wages including the seventeen days in difference.

No. 3841.

In the Matter of the Appeal of LYMAN A. COLSON v. CALVIN S. EDWARDS, Trustee of School District No. 6, Town of Edinburgh, Saratoga County.

Proceedings of an annual meeting will not be disturbed upon an appeal because notice thereof was not given. The statute fixes the time and place for the same. Nor for the reason that a delay of fifteen minutes occurred in organizing the meeting; nor because the person who acted as chairman was a non-voter; nor because the person elected to a district office is obnoxious to voters; nor because illegal votes were received, unless it is made to appear that they were cast for the successful candidate, and in a sufficient number to give him a majority, and this, appellant must show by competent proof.

(Decided December 9, 1889.)

The appellant preceded the respondent as trustee of school district No. 6, town of Edinburgh, Saratoga county, his term of office having expired August sixth last.

He now appeals from the proceedings of the annual meeting and the election of respondent, upon the following grounds, viz. :

1. That legal notice of the meeting was not given.
2. The district clerk was absent and the meeting was not called to order until long after 7.30 p. m.
3. The chairman of the meeting was not a voter; he was under age.
4. Illegal votes were received and counted.
5. A full and fair expression of the voters present was not allowed.
6. The respondent is obnoxious to a large majority of the inhabitants and voters of the district.

From the pleadings of the respective parties, it appears that the appellant, the outgoing trustee, called the meeting to order. A non-voter was chosen chairman. Appellant and respondent were rival candidates for trustee. The chair appointed a representative of each candidate as tellers. A ballot was taken and sixteen votes were cast. The tellers announced eleven for respondent and five for appellant.

In answer to appellant's grounds of appeal, respondent avers that due notice of the meeting was given by appellant's direction; that any delay in calling the meeting to order appellant was responsible for, as he performed that duty; that the organization was effected about 7.45 p. m. He admits that the chairman was a minor, but made an efficient and fair presiding officer. He does not deny that illegal votes were cast, but attempts to excuse this by precedent in the district. He denies all the other charges.

The first and last objection stated as grounds of appeal are not tenable. The statute fixes the time for holding annual meetings in school districts, and failure to give notice does not render the proceedings thereat void. A person may be obnoxious to a majority of the people and yet be a legal school officer.

The delay of fifteen minutes in calling the meeting to order is not an unusual occurrence at school meetings.

The chairman being no voter and not having attempted to vote, furnishes no sufficient ground to set aside the proceedings of the meeting. I believe persons voted who were not qualified to do so, but appellant seems to claim one such voter, James Jones, whom he alleges was not a qualified voter. The respondent insists that one Edwards, also claimed by appellant, was no more qualified than Jones.

The proofs before me do not satisfy me that an opportunity for a full and fair expression of the legal voters present was not afforded. The appellant claims six votes were cast for him, including a vote by Jones, whom he alleges was not a voter, and one by Edwards, who respondent avers was not. He mentions the names of three other persons who voted who were not legal voters, and as he does not claim their votes, they may have voted for respondent. Assuming then, that of the eleven ballots found for respondent three were illegal ones, respondent would then have eight remaining, and as appellant claims but six for himself a clear majority, is left respondent which would be increased by deducting Jones' and Edwards' votes from appellant's score.

I fail to see any substantial reason why I should disturb the result of this election.

The appeal is overruled.

No. 3842.

In the Matter of the Appeal of ROBERT G. OSTRANDER and others from The Proceedings of a Meeting held to Organize a Union Free School in Districts Nos. 2, 5 and 10, of the Town of Wells, Hamilton County.

To establish a union free school the statute must be strictly complied with. Proceedings of a meeting held for such purpose *held void*: *First*. When notice thereof prescribed by section 1 of title IX of the Consolidated School Act had not been given. *Second*. When inhabitants had not received notice thereof, as provided by section 2 of said title. Trustees in union free school districts must be chosen by ballot, as required by section 5 of said title.

(Decided December 9, 1889.)

This appeal by resident electors of school districts Nos. 2, 5 and 10, town of Wells, Hamilton county, is taken from the proceedings of a meeting of the inhabitants of said districts, held September 21, 1889, at which it was determined to organize a union free school therein. The following fatal objections are taken:

1. The notice prescribed by section 1 of title IX of the general school laws was not given, the qualifications of voters not being stated.

2. Notice of the meeting was not given by a taxable inhabitant to the other inhabitants of the district entitled to notice, as prescribed by section 2 of said title.

3. The election of trustees was not effected by ballot, as required by section 5 of said title.

No answer has been interposed and, consequently, the objections raised by appellant are uncontroverted. The statute not having been complied with, the proceedings had at the meeting are void. .

The appeal is sustained.

No. 3843.

In the Matter of the Appeal of LENA MARZOLF v. C. HYMAN, Jr., Trustee of School District No. 10, of the Town of Sheldon, County of Wyoming.

A minor residing with a sister, who is a resident of a school district, by whom she is supported, *held*, entitled to the privileges of the school, although parents are non-residents.

(Decided December 9, 1889.)

The appellant has a minor sister living with her in district No. 10, of the town of Sheldon, Wyoming county. The parents reside in another district. The girl assists the appellant in the millinery business carried on in said district, and is cared for by appellant. Appellant asks that her sister Annie be admitted to the district school of district No. 10.

No answer has been interposed by the trustee. From the uncontroverted evidence before me, I find that Annie has a residence in the district, and is therefore entitled to the privileges of the school.

The appeal is sustained.

No. 3844.

In the Matter of the Appeal of LEWIS S. TURNER v. CHARLES A. DAVIS, Trustee of School District No. 7, of the Town of Mt. Sinai, Suffolk, County.

An election of a trustee at a school meeting at which there were rival candidates, and no sufficient opportunity was afforded to get the expression of the voters, set aside and a new election ordered.

(Decided December 9, 1889.)

The appellant, a voter in school district No. 7, of the town of Mt. Sinai, county of Suffolk, appeals from the proceedings had at the last annual meeting held in said district, so far as they relate to the election of trustee.

The facts, which are not disputed, are that both appellant and respondent were placed in nomination for trustee at the annual meeting. The chairman, a brother of respondent, put the question in the manner, "all those in favor of Charles A. Davis for trustee, say aye," and several responded, "all those opposed, say no," to which no one responded, and the chairman therefore declared Mr. Davis elected.

This manner of voting for district officers, when two persons are placed in nomination, almost invariably produces dissatisfaction and discord in school districts.

As my predecessor, Judge Ruggles, observed in a case similar to this, such elections are irregular. A vote for rival candidates should be taken by ballot, calling the roll, by a division of the house, count, or some method by which the will of each individual voter shall be ascertained, a reasonable opportunity afforded for interposing challenges, and a fair expression of the voters secured.

In the case before me, I do not consider there was a fair expression given — at most, but few of those present voted, and it would seem that a majority did not vote upon the question.

I conclude that the election of respondent must be set aside, and a new election ordered. The appeal is sustained. The district clerk is hereby ordered and directed to give notice of a special meeting to elect a trustee within ten days from the date of this decision.

No. 3845.

In the Matter of the Appeal of PETER E. DAVIS from the Proceedings of the Annual Meeting held August 6, 1889, in District No. 6, of the Town of Colchester, County of Delaware.

A resolution to change to the three-trustee system, adopted by less than a two-thirds vote at an annual meeting, is void. An election of three persons as trustees in a district entitled to but one, the one first chosen, if they were separately voted for, is the sole trustee. If all three were simultaneously voted for, the person chosen for the term of one year is the trustee.

(Decided December 9, 1889.)

At the annual meeting held August 6, 1889, in district No. 6, town of Colchester, Delaware county, the meeting, by a vote of four to three, decided to change from one to three trustees, and thereupon elected the appellant trustee for one year, Arthur S. Shafer for two

years and A. S. Van Steenburg for three years. The trustees all concur in the above statement of facts.

The resolution to change to three trustees not having been adopted by a two-thirds vote, as required by law, must be declared void and of no effect.

If the trustees were elected separately, the person first chosen trustee (irrespective of the term for which he was voted for) is the sole trustee of the district for one year; but if they were elected simultaneously on a single ballot, then the one designated for a single year is the sole trustee.

The appeal is sustained.

No. 3846.

In the Matter of the Appeal of CHARLES McCARTHY v. I. N. WEBB and JOSEPH W. SHIPWAY.

A trustee had no right to sell lumber to himself, nor to employ his own team upon school work, or otherwise to perform labor for the district, for which he expected to be paid while acting as trustee.

(Decided December 24, 1889.)

James Young, for appellant.

Barnum Bros., for respondents.

The parties hereto are residents and taxpayers in school district No. 11, towns of Middlefield and Cherry Valley, in the county of Otsego. Mr. McCarthy was the trustee during the last year. Mr. Webb is the present collector, and Mr. Shipway the present trustee of the district. While the appellant was trustee of the district, he was directed by the school commissioner to make certain repairs to the school building, and to make necessary additions to the furniture thereof, which he did. He presented his bill to the annual school meeting, held August sixth, last. Touching the action of the meeting upon the same, there is a dispute. The appellant alleges that the bill was approved by the meeting, and so declared by the chairman, although the clerk's record fails to show the fact. The respondents allege that the meeting determined to act upon each item of the bill separately. The bill, in the aggregate, amounted to the sum of \$447.84. One of the items was in favor of the appellant himself for lumber furnished, labor performed and moneys otherwise paid out. The respondents allege that all of the items of the bill were allowed except that in favor of the appellant and that such item was rejected by a vote of five to twelve. They insist that the bill of the appellant is excessive in some particulars, and that he either exceeded the authority conferred upon him by the order of the school commissioner, or the school commissioner assumed to exercise an authority in excess of that conferred upon him by statute.

It is impossible for me to arrive at any confident conclusion as to the real facts in the case; but the burden of establishing his case is upon the appellant. There is presented no preponderance of evidence which sustains his claim, and I am forced to the conclusion that I can not sustain his appeal and direct the officers of the district to levy the tax which he insists upon. It seems more than likely that the district is fairly indebted to him, but in just what sum I can not say. He had

no authority to sell lumber to himself as trustee, nor to employ his own team upon the work, or otherwise to perform labor for the district for which he expected to be paid while acting as trustee. I am not sure that this was done, and yet there are some things to indicate it. The appellant has his remedy against the district by an action at law, and while I am forced to the conclusion that I must dismiss his appeal, it is done without prejudice to his right to bring such action.

The appeal is dismissed.

No. 3847.

In the Matter of the Appeal of JOHN K. LARMON v. JOSEPH W. BARBUR,
School Commissioner of the First Commissioner District of
Washington County.

A commissioner's order consolidating school districts, which has been regularly made, will be upheld unless it is shown by a preponderance of proof to be unwise, and is opposed to the best educational interests of the territory affected.

(Decided December 26, 1889.)

This is an appeal from an order of the school commissioner of the first commissioner district of Washington county, consolidating school districts No. 1, of Cambridge, and No. 10, of White Creek, made on the 18th day of November, 1889.

Objection to the consolidation is made by the appellant and a considerable number of the residents of school district No. 1, of Cambridge. They allege as the reason for their objection, that the consolidation will largely increase the school taxes in their district. They say that the district now maintains a satisfactory school and has valuable property which it will lose the benefit of if the order of the commissioner is permitted to stand. They also say that the district has a library of 2,700 volumes, school apparatus valued at \$500, and receives annually for the tuition of non-resident pupils about \$500.

It is not alleged that the proceedings taken by the commissioner have not been regularly taken, and in the manner provided by statute. The board of trustees in each district in September last consented to the proposed order. This being so, the appellant has the burden of showing, by clear and overwhelming proof, that the order is opposed to the best educational interests of the territory affected. Having been regularly made, it is to be sustained unless manifestly unwise. The appellant fails to make such a showing as will justify the setting aside of the order. It appears that the incorporated village of Cambridge is entirely within the limits of the two districts. The entire policy of the school laws is in the direction of bringing all the public school interests of each city and incorporated village within a single management, for it is believed that larger schools are more thoroughly organized, more perfectly graded, and productive of better results. The fact that one of the districts affected receives non-resident tuition fees, aggregating \$500 per annum, does not materially affect the question; nor does the other fact, if it be a fact, that the school taxes will be increased in such district. It is by no means certain that that will be the case. In any event, it is clear that both of the districts affected are strong in amount of taxable property,

the district here objecting having taxable property amounting to nearly \$300,000 in value. It is abundantly manifest that the consolidated district is able to erect a handsome school building and organize a graded school, and if this is done, as is likely, it will prove highly advantageous to the educational interests of the village of Cambridge. There is no claim, so far as I have observed, that any patron of the school will be seriously inconvenienced in consequence of distance from the school building. The fact that a very large number, possibly more than half of the residents of one of the districts affected, are opposed to the consolidation, has been well considered. It is a weighty fact in the case, and has not been passed by lightly; but I am constrained to believe that, when the new arrangement shall go into operation, it will be approved by substantially the entire population of the village.

It appears that before the trustees of the respective districts gave their consent to the consolidation, the question was submitted to a vote of the legal voters of the two districts. A meeting was held on the twenty-seventh day of August, last, and the polls were kept open from 10 o'clock in the morning until 3 in the afternoon, for the purpose of taking an expression of the opinion of the qualified voters of the two districts. At such meeting, 382 votes were cast, of which 270 were in favor of consolidation, and 110 were opposed thereto. This shows a very strong sentiment in the village in favor of the action appealed from.

It is usual in all such cases to find some opposition to action of this character; but the time ordinarily comes, as I am confident it will in this case, when substantially the entire people are convinced of the wisdom of it.

It is made to appear by the school commissioner that the buildings used for school purposes in both of the districts affected, are old and without any of the modern improvements for heating and ventilating, and are ill adapted for school purposes. Indeed, all of the more weighty considerations seem to support the action of the commissioner, and the time for such action seems opportune. In any event, the appellant fails to make a case which would justify the setting aside of the order appealed from.

The appeal must, therefore, be dismissed, and the stay of proceedings granted herein, on the 30th day of November, 1889, is hereby revoked and annulled.

No. 3848.

In the Matter of the Appeal of CHARLES A. SLY, Sole Trustee of School District No. 2, of the Town of Nanticoke, in the County of Broome, v. JAMES L. LUSK, School Commissioner of the Second Commissioner District of Broome County.

An order of a school commissioner requiring the reseating of the school-house will be upheld unless it is clearly unjust and opposed to the educational interests of the district, or was made without authority, or that the proceeding was irregular.

(Decided December 31, 1889.)

This is an appeal against an order of the commissioner, requiring the reseating of the school-house in the district above named, made on

the 5th day of October, 1889. The trustee alleges that the seats now in use are sufficient, and that the order of the commissioner is unnecessary and oppressive. He presents a lengthy statement touching the affairs of the district, and also the affidavits of several persons whose credibility I do not doubt, to the effect that the desks in the school-house are in fair condition, and sufficient for the needs of the school.

On the other hand, the school commissioner shows, not only by his own statements, but by the statements of teachers who have heretofore been employed in the district for a long time, to the effect, that the desks are made of plain boards, are straight in the back, and some of them coming to pieces, and also that they are very badly marred and disfigured. The commissioner states that he has visited the district twice recently, and has personally and critically examined the building and its furnishings. He shows that the district has an assessable valuation of \$55,000, and is, therefore, abundantly able to provide desks of modern construction.

The order of the commissioner is to be upheld unless it shows, either that it was made without authority, and that he proceeded irregularly, or else that it was clearly unjust, and opposed to the best educational interests of the district. The burden of proof is upon the district to show this, if it can. After reading the papers with care, I do not find that the district makes such a case as will justify me in setting aside the order of the commissioner. There is no allegation that his proceedings have not been regularly taken, and it is certain that he has full statutory authority to make just such an order as he has made.

It is impossible for me to say that he has not exercised a sound discretion in the premises. It is more than likely that, after the order shall have been carried out, the entire district will congratulate itself upon the fact that it was made.

The appeal is dismissed.

No. 3849.

JOHN CROFOOT, CORNELIUS SULLIVAN and WILLIAM OAKLEY v. MICHAEL B. O'HARA, Sole Trustee of School District No. 5, of the Town of High Market, County of Lewis.

The question of the ineligibility of a person holding a district office, can not be raised and passed upon collaterally. Legal acts of a *de facto* officer will be sustained. An item voted by a district meeting for expenses incurred in defending an action brought against the district, may be included by a trustee in a tax list.

(Decided December 31, 1889.)

This is an appeal against the action of the trustee in issuing a certain tax list and warrant on or about the 1st day of October, 1889. Two grounds are alleged: First, that the respondent is not legally the trustee of the district, not being a taxpayer therein, and not having children who have attended the school. Second, that there was no authority for collecting certain moneys included in the tax list. This is not the proper way to test the validity of the title of the respondent. That question is not to be tried collaterally. Being in the office, he

is presumed to be rightfully in it until the contrary is shown. If he is not eligible to the office, that fact should have been raised earlier. Whether eligible or not, is not material in this connection, for it can not be denied that he is in the office and is exercising the functions thereof. He is certainly a *de facto* officer and his legal acts as such are to be upheld.

As to the allegation that he has included certain items in his tax list improperly, it is shown in the answer that the items referred to are expenses incurred in defending a suit brought against the district. The respondent alleges that these items have been submitted to a special meeting of the district and approved and audited at such meeting. This allegation is not controverted. If it be true, as I am obliged to assume that it is, then the respondent was justified in including the same in his tax list.

After the fullest consideration of the matter, I am obliged to reach the conclusion that it is not possible to sustain the appeal.

The appeal is dismissed.

No. 3850.

In the Matter of the Appeal of MOSES N. ROE v. BENJAMIN SYNDER as Trustee of School District No. 5, of the Town of Candor, County of Tioga.

The statute provides that teachers shall be employed for at least sixteen* weeks. Any employment of a teacher, unless to fill out an unexpired term, will be held to be for at least sixteen weeks. An employment for less than one year is not invalid because verbally made. A trustee who neglects to give a teacher a written memorandum of hiring is guilty of laches.

Dismissal of a teacher in the midst of a term for incompetency and lax discipline in the school, which clearly appears, will be sustained.

(Decided January 3, 1890.)

Stephen S. Wallis, for respondent.

About the first of October last, the trustee above named employed the appellant to teach the school in his district. No written memorandum of employment was given. The appellant began service on the fourteenth of October, and was dismissed by the trustee on or about the fourth day of November for alleged incompetency. The teacher insists that the dismissal was without cause, and brings his appeal to determine his rights in the premises. The trustee insists that the employment was for no specified length of time, and that he only took the teacher upon trial.

The law does not recognize employments of such a character as that insisted upon by the trustee. The statute provides that no teacher shall be employed for a shorter term than sixteen weeks, and therefore, if the teacher in this case was employed by the trustee at all, it was for at least that length of time. The trustee insists also that the employment was invalid for the reason that no written contract was executed. He is clearly in error in this. An agreement between a trustee and teacher stands upon the same footing as any other agreement and may be verbal for a less period than one year. It is true

* Now ten weeks; act of 1890.

that the statute requires the trustee to make and deliver to the teacher a memorandum stating the terms of the employment, but the fact that no such memorandum was given in a particular case would not invalidate the employment. It was the purpose of the statute to require the making and delivering of the memorandum as a protection to the teacher. The trustee in this case was clearly guilty of laches for refusing to make such memorandum when requested to do so by the teacher, as he admits he was.

The statute provides that no teacher shall be dismissed in the midst of a term of employment except for cause which would be sustained by the State Superintendent upon appeal. I have therefore read with care what the parties have to say touching the reason alleged for dismissal. I am of the opinion that the trustee makes out a sufficient cause for dismissing the appellant in the midst of a term of employment. He shows clearly that the discipline in the school, while under the appellant's charge, was lax in the extreme. No teacher can expect employment for any length of time or expect to be upheld by the State Department who is unable to command the respect and the unqualified obedience of pupils. I am satisfied that such respect and obedience were lacking in the present case.

I therefore arrive at the conclusion that it is my duty to dismiss the appeal.

No. 3851.

S. C. ARMSTRONG and others v. LOYAL L. DAVIS, as School Commissioner of Warren County, CHARLES W. NOBLE as Supervisor, and A. R. NOBLE, as Town Clerk of the Town of Johnsburgh, in said County, and their successors in office.

A strong and clear case must be established to justify the Superintendent in overruling the action of the local board, in deciding not to confirm an order of a school commissioner forming a new school district. The convenience of some at the cost of inconvenience to others, is not a sufficient ground.

(Decided January 3, 1890.)

It seems that on the 17th day of June, 1887, the school commissioner of Warren county made an order organizing a new school district to consist of parts of school districts Nos. 2 and 12 in the town of Johnsburgh, and No. 11 of the town of Chester in said county. Consent to such order not having been obtained from all of the trustees of the territory affected, the school commissioner and supervisor and town clerk of the town of Johnsburgh sat to hear objections thereto, and decided not to confirm the same. From this action this appeal is taken. The matter has been under discussion for a long time.

After the fullest consideration of the whole subject, I am of the opinion that the appellants do not establish a case which will justify me in overruling the conclusion arrived at by the commissioner, supervisor and town clerk. It is manifest that there are some residents of the neighborhood who are poorly supplied with school accommodations, and who would derive some advantage from the proposed change. It is by no means certain, furthermore, that, if the change should be made, some persons would not be as much inconvenienced as others would be helped. It seems to be simply a

case of rival claims for closer access to a school-house, and that whatever may be done to help one must necessarily be at the expense of another. A case is not established which is strong enough to justify the State Department in overruling the action of the local authorities.

The appeal must be dismissed.

No. 3852.

In the Matter of the Appeal of FRANKLIN D. RICE v. SCHOOL DISTRICT No. 8, OF THE TOWN OF HOMER, IN THE COUNTY OF CORTLAND.

Selection of a site for a school-house by a district meeting will not be disturbed unless it can be conclusively shown that the proceedings therefor were irregular, and not in conformity to the statute, or that the action was ill advised, and not for the educational interests of the district.

(Decided January 8, 1890.)

Franklin Pierce, for appellant.

William D. Tuttle, for respondent.

This is an appeal from the action of a special meeting in the district above named, held on the 1st day of October, 1889, in selecting a new site for a school-house.

The papers are voluminous, and I have read them with care. There are two questions to be considered. First, whether the action taken was regularly taken, and in the manner directed by the statute; and, second, whether the action taken was manifestly against the educational interests of the district. I find no allegation against the regularity of the special meeting. Such action seems to have been taken with deliberation, and all the requirements of the law seem to have been complied with. This being so, it is to be upheld, unless it is clearly shown to be against the educational interests of the district. The papers show great differences of opinion concerning the propriety of taking the site which the trustee was directed to purchase. Strong affidavits are not lacking on either side. The burden of proof is upon the appellant; it is for him to show by overwhelming evidence, if he can, that the site is not suitable for school purposes. This he fails to do, in view of the statements of the opposition. If persons failed to attend the meeting, that was their own fault. The deliberate determination of a district meeting must be upheld, unless it appears very clearly that it was ill advised. The State Superintendent, at a distance from the scene of controversy, and without being able to personally inspect the site, is not justified in overruling the determination of a district meeting unless the proof is clear and strong, that he should do so in order to save the district from a great error. The proofs in this case do not satisfy me that it is my duty to intervene.

I observe that the point is made in the papers that the trustee has purchased the new site of his own father. I know of no legal reason why he could not do this, and in view of the fact that he followed the specific directions of the district meeting as to the site and price, I fail to see any other reason why his act should be set aside because of that relationship.

The appeal is dismissed.

No. 3853.

In the Matter of the Appeal of DAVID M. ELLIOTT and others from the Proceedings of a Special School Meeting, held December 7, 1889, in School District No. 6, Town of East Greenbush, Rensselaer County.

A site for a school-house, selected by the district meeting, and satisfactory to a large majority of the district, will not be disturbed unless selection was brought about by illegal or improper means.

(Decided January 17, 1890.)

At a special school meeting, held on December 7, 1889, in school district No. 6, of the town of East Greenbush, Rensselaer county, it was decided by a sufficient vote to enlarge the present school-house site by acquiring title to adjoining land. From this action this appeal is taken. The grounds of the appeal are that the site agreed upon is unfit for school-house purposes; that the spot is a bleak one and much exposed to wind; that another site has been proposed which is nearer to a village which forms a part of this district; that the last-mentioned site is upon level ground and sheltered from storms and wind, and that the inhabitants of the district are nearly evenly divided in their preferences between the respective sites.

An answer has been interposed by a committee of taxpayers of the district, selected by a district meeting for that purpose. It appears that the site selected at the district meeting is located very near the center of the district, and that although it is upon high ground, it is in the immediate vicinity of farm-houses and improved real estate. It is clear to me that the site selected by the district meeting is satisfactory to a large majority of the inhabitants of the district and is believed by them to be the location which will best accommodate the children of the district. It is not claimed by the appellants that any undue advantage was taken of them at that district meeting at which the site was selected, nor that the result was brought about by illegal or any improper means.

I therefore fail to discover any reason why I should interfere with the expressed will of the inhabitants. The appeal is overruled, and the stay heretofore granted upon the application of the appellant is vacated and set aside.

No. 3853½.

In the Matter of the Charges against H. L. BUNDY.

Falsification by a teacher of the register of attendance at his school; *held*, sufficient ground for the annulment and cancellation of his license.

(Decided December 24, 1889.)

The respondent holds a commissioner's uniform certificate of the first grade, issued to him by E. R. Gregory, school commissioner of the second district of Otsego county, on the 13th day of March, 1889. He has taught several terms prior to the close of the last school year in district No. 14, of the town of Unadilla. It is charged that, during the spring term in said district, he falsified his school register by recording several pupils as present for many weeks when they were

not in attendance at all. The register and the affidavits of these pupils are presented, and, taken together, clearly show many fraudulent entries. It is stated that during the term not more than six or eight pupils attended, although the register indicates a very regular attendance of twenty-eight. The respondent has had abundant notice of the allegations against him, and full opportunity to meet the same. He has failed to do so. I entertain no doubt of the facts being as alleged. When it is remembered that the register is sworn to by the teacher, and becomes the basis for apportioning public moneys to the district, the gravity of the offense can not be overlooked. It is at least clear that a person guilty of such an offense ought not to be continued as a teacher and commended as a suitable person to instruct children.

It follows that the certificate of the respondent must be annulled and canceled, and it is so ordered.

No. 3854.

In the Matter of the Charges against ANDREW J. MULLIGAN, Sole Trustee of School District No. 4, of the Town of Greece, County of Monroe.

It is against sound policy for a trustee to continue an unlicensed teacher in school, even though she teaches without compensation.

(Decided January 18, 1890.)

Charges are made against the respondent to the effect that he has employed one Sarah E. Kinsella, as a teacher in the school under his charge, while she has no certificate authorizing her to teach.

Both by affidavit, as well as upon a personal appearance before the Superintendent, the respondent has admitted the charges to be substantially true. In extenuation he has urged that he did not pay the unlicensed teacher anything for her services and this seems to be true. The fact undoubtedly is that the trustee has been continuing Miss Kinsella in the school in the hope that she would in the meantime procure a teacher's certificate. In this course he is clearly in error. The district is credited with four teachers' quotas in the last annual apportionment. There are but three licensed teachers employed. It follows, therefore, that one quota is being drawn for this unlicensed teacher; moreover, it is manifestly against sound policy for a trustee to continue a person as a teacher in a school under his charge who is not duly licensed, even without compensation. Again, the patrons of the school are entitled, as a right, to have the school taught by a teacher certified by a public officer, and in the manner provided by statute, to be competent for that service. Upon the assurance of the trustee to the Superintendent at the time of the hearing that he would at once discontinue the services of Miss Kinsella and employ a duly certified teacher the proceedings were dismissed.

No. 3855.

GEORGE E. SOPER v. JOHN H. SMITH, Sole Trustee of School District No. 5, of the Town of Smithtown, County of Suffolk.

Appeal from the neglect or refusal of a trustee to call a special meeting of the electors of the district for the purpose of considering the advisability of building a new school-house, and, if deemed necessary, to consider a change of site upon request of a large number of inhabitants. No reason for such neglect or refusal appearing, appeal sustained, and district clerk ordered to give notice for meeting, as requested.

(Decided February 8, 1890.)

This is an appeal by a resident elector of school district No. 5, of the town of Smithtown in the county of Suffolk, from the refusal of the trustee of said district to call a special district meeting upon the request of a large number of the inhabitants of said district, for the purpose of considering the advisability of building a new school-house, and, if deemed necessary, to consider a change of site. The request, a copy of which I find among the appellant's papers, was served upon the trustee on the 16th day of September, 1889. This appeal was taken by service of a copy of the same upon the trustee of said district on the 6th day of December, 1889, and although sufficient time has elapsed for the trustee to answer the same, no answer has been received.

I must, therefore, conclude that the grounds of appeal are truly stated, and that a special meeting of the inhabitants should have been called as prayed for by the petitioners. The appeal is sustained and the district clerk of district No. 5, of the town of Smithtown in the county of Suffolk, is hereby directed to give notice of a special meeting of the electors of the district, to consider the questions proposed in the petition above referred to within ten days from the service of a copy of this decision upon him.

No. 3856.

In the Matter of the Appeal of GEORGE H. CURREEN and others from the Proceedings had in District No. 1, of the Town of Greenbush, County of Rensselaer, to form a Union Free School therein.

The trustees of a school district, in calling a meeting for the purpose of determining whether a union free school should be established therein, neglected in giving notice of the meeting to state the qualifications of voters thereat, as the statute requires. Held, that the proceedings of the meeting were, in consequence of such neglect, void.

(Decided February 8, 1890.)

Robert G. Scherer and T. Almern Griffin, for appellants.

B. F. Chadsey, for respondents.

This is an appeal by qualified electors of school district No. 1, of the town of Greenbush, against the validity of the acts of a meeting held upon the 4th day of January, 1890, to organized a union free school system in the district. The ground of the appeal is that the notice of the meeting did not sufficiently set forth the qualifications of the inhabitants entitled to vote thereat as is provided by section 1 of title 9 of the Consolidated School Act. The meeting was called by

Charles S. Allen upon the order of the Superintendent, the board of trustees in the district having refused to call such meeting upon the application of a considerable number of inhabitants of the district. The notice of the meeting was as follows:

" NOTICE.

"The undersigned, one of the inhabitants of school district No. 1 (one), in the town of Greenbush, in compliance with the authority and direction given by the State Superintendent of Public Instruction, hereby gives the following notice: That a meeting of the inhabitants of said district entitled to vote thereat will be held at the school-house on the 4th day of January, 1890, at 1 o'clock P. M., for the purpose of determining by a vote of such district whether a union free school shall be established therein, in conformity with the provisions to that end, of chapter 555 of the Laws of 1864, and the amendments thereto. Dated at Greenbush, N. Y., the 10th day of December, 1889. Charles S. Allen."

I have no hesitancy in coming to the conclusion that this notice is fatally defective in that it fails entirely to specify who would be entitled to vote at such a meeting, and the statute clearly contemplates that such information shall be carried to the inhabitants of the district in the notice of the meeting. If a majority of the inhabitants of the district entitled to vote at school meetings are in favor of the organization of a union free school district, there will be no difficulty in making such desire manifest at a subsequent meeting.

The appeal is, therefore, sustained, and the proceedings of the meeting held on January 4, 1890, are declared to be null and of no effect.

No. 3857.

In the Matter of the Appeal of HENRY ZIENGENFUSS v. SCHOOL DISTRICT
No. 2, OF THE TOWN OF AVOCA, COUNTY OF STEUBEN.

The exemption of certain property of ministers of the gospel from taxation is only intended to persons who are acting as such and derive their support from such employment.

Trustees must follow the town assessment-roll except in special cases, when an original assessment may be made, but only after giving the statutory notice. In a case where the town assessors granted a person exemption from taxation as a minister of the gospel, and the school trustees had given no notice of an original assessment, but had included his property in a tax-list, *held*, that it must be stricken out.

(Decided February 17, 1890.)

Subdivisions 8 and 9, title 1, chapter 13, of the Revised Statutes, provide that the real estate of every minister of the gospel or priest of any denomination, when occupied by him, and not exceeding the value of \$1,500, shall be exempt from taxation. In case the value of such real estate exceeds \$1,500, then only the excess is to be taxed.

The appellant in this case claims to be an ordained minister of a sect known as "Advent Christians." He is not serving any organized church. He holds meetings in his neighborhood occasionally, at which collections are taken for his benefit. He is regularly engaged in the saddlery business, and maintains a shop or store where he carries on such business, and sells articles appertaining thereto. He owns

real estate in which he resides and carries on his business, valued by the town assessors at the sum of \$1,600. It seems to be the fact that the town assessment-rolls in 1887 and 1888 contained this property at its assessed valuation, with a memoranda to the effect that \$1,500 thereof was exempt from taxation. It also seems to be the fact that such memoranda was placed upon the rolls in one or two instances, at least, only after the payment of taxes by the appellant, and that his demand for the return to him of such taxes as had been levied upon \$1,500 of valuation, had in each case been complied with. But the school trustees, in making out a tax list for school taxes in the district, have assessed him upon the valuation of \$1,600. This appeal is brought in order to avoid the taxation for school purposes upon the sum of \$1,500.

I am not at all certain that the appellant is in circumstances to entitle him to the exemption named in the statute. It seems to me very clear that he depends for a livelihood upon the saddlery business more than upon ministerial service, and it is very doubtful if it was the purpose of the Legislature to extend the exemption to such a case, but I do not deem it necessary to determine that question in this connection. It is the policy of the school laws to require trustees, in making out a tax list, to follow the last revised assessment-rolls of the town, except in special cases where they have power to make an original assessment, but it can be done only upon notice to the person interested. There was evidently no such notice given in this case. In the absence of it, I think, the trustees are bound to follow the town assessment-rolls. In any case of a character similar to the one under consideration, it would seem to be the wisest and safest policy for trustees to follow such rolls. It is always to be borne in mind that the town assessment-rolls are prepared by officers who are chosen with special reference to such a service, and who must be presumed to be better informed as to what circumstances will be sufficient ground for an exemption from taxation, within the provisions of the statute, than school trustees are likely to be. While there was evidently some doubt in the minds of the town assessors as to what their duty was in this particular case, and while there is some confusion about what they actually did, and the precise time when they did it, it still remains clear that up to the present time the exemption has in fact been granted to him by the town authorities. In view of this fact, and of the other one that the trustees have never given him legal notice of an original assessment by them, I am constrained to sustain his appeal, and direct that in the tax list appealed from, they grant him the same exemption which the town authorities have extended to him.

No. 3859.

In the Matter of the Appeal of HIRAM A. FRISBIE from the Proceedings of Certain School Officers in District No. 7, of the Town of Harford, County of Cortland.

An appeal which is not stated with sufficient clearness and precision to predicate a decision upon, will not be entertained.

Appeals from the actions of school officers are required by the rules to be brought within thirty days from the time of the act complained of.

(Decided February 26, 1890.)

Appellant has submitted to this Department, as an appeal, a very lengthy pleading, complaining of the action of various school officers, including among others the acts of a former school commissioner who is not now in office. The several acts complained of are stated to have occurred in various years, commencing in 1860 and running along to the year 1869. Service of a copy of the appeal seems to have been made upon the present trustee of school district No. 7, of the town of Harford. Many of the acts complained of are not under my jurisdiction. Any movement looking toward the annulment of a district should be addressed, in the first instance, to the present school commissioner, who is invested with ample authority to act in the premises. An appeal to be considered by this Department must be promptly taken, the rules requiring an appeal from the action of an officer or district meeting to be taken within thirty days from the time the act complained of took place.

The appellant's last cause of complaint is not so clearly stated as to time as to enable me to determine whether the appeal is within the rule or not. Where the appellant does not state facts with sufficient clearness to enable a decision to be predicated thereon, it is the rule to dismiss the appeal. If the appellant has any real cause of complaint against any school officer, or the action of a district meeting which is within the limit above stated, and he will set forth his cause of complaint in a clear and intelligible manner, the same will be entertained and duly considered. As the case of the appellant is presented to me at this time, I must decline to entertain the appeal.

The appeal is dismissed.

No. 3860.

In the Matter of the Appeal of JAMES D. LAWRENCE v. ABRAM J. CORBIN, Sole Trustee of School District No. 1, of the Town of Kortwright, County of Delaware.

Appeal from the action of a trustee who, in preparing a tax list, it is alleged omitted to tax certain residents for personal property. The trustee was guided in preparing the list by the town assessment-rolls, and the items omitted do not appear thereon. Held, not to be irregular. It is the policy of the law to require trustees to follow the assessment-roll of the town, and only in special cases make original assessments.

The department has no authority to levy taxes nor prepare tax lists. Trustees act judicially in preparing tax lists. This Department does not possess greater powers than the courts in the matter of correcting assessments.

(Decided February 26, 1890.)

This appeal is from the neglect of the trustee of school district No. 1, of the town of Kortwright, Delaware county, to include in a certain tax list assessments against several residents of the district

for personal property and also one upon real estate. The answer of the respondent shows that in preparing the tax list, the trustee followed the last assessment-roll after revision by the assessors; that the item of real estate referred to is included in the tax list, and that the persons whom the appellant alleges should be assessed for personal are not so assessed on the last town assessment-roll. It is the policy of the school laws to require trustees, in making out a tax list, to follow the last revised assessment-rolls of the town. It is only in special cases that they have authority to make original assessments. It is always to be borne in mind that town assessment-rolls are prepared by officers who are chosen with special reference to such service, and who must be presumed to be better informed as to subjects of taxation than school trustees are likely to be. This Department has no authority to levy taxes or prepare tax lists. Trustees, in assessing property, act judicially and the courts have refused to interfere to correct assessments, even where it is proven that property has been erroneously omitted. This Department does not possess greater powers in such cases than the Supreme Court. The Department will not set up its judgment in opposition to that of the trustees as to the correctness of the trustees' judgment. Under the present system of taxation, it would be a rare case indeed if some item of personal property did not escape taxation in the preparation of a tax list. In this particular case, although the appellant sets out several instances in which he claims persons in the district, liable to taxation are possessed of personal property upon which no assessment has been made, it may yet be possible that an assessment in those cases would not be proper.

There may be off-sets in the way of debts due by the owners of personal property, which would make an assessment upon the same unjust and ineffectual. The appellant is assessed for but a trivial amount, and his assessment at this particular time is, I believe, but fifty cents. If some item of personal property has escaped taxation, which should have been taxed, the loss occasioned thereby to the appellant, could be but little.

From the foregoing conclusions, the appeal is dismissed.

No. 3861.

In the Matter of the Appeal of PATRICK HORAN v. THE BOARD OF TRUSTEES OF SCHOOL DISTRICT No. 19, OF THE TOWN OF WATERVLIET, COUNTY OF ALBANY.

Appeal from the refusal of the trustees of a district to receive a pupil in the school who had been expelled for a breach of discipline. The boy has been denied the privileges of the school for several weeks. The act for which the punishment was inflicted was evidently the result of momentary impulse, and for which he is now contrite. Nothing is shown against him but this one act. *Held*, that he should be admitted to the school.

(Decided March 4, 1890.)

The appellant has a son, William Horan, who has been a pupil in the school, in the above-named school district, and who has been expelled from the school for a breach of discipline on or about the 28th day of January, 1890. Since that time the father has made repeated efforts to have the boy received into the school again, but the trustees per-

sistently refuse to admit him. From this refusal he brings this appeal to the Department.

The trustees make no answer. The boy is about 14 years of age. It nowhere appears that he is of such a character as to make his presence in the school destructive of its efficiency. Nothing is shown against him except the one act for which he was expelled. That act was evidently the result of momentary impulse, and there is apparent contrition on the part of the boy. The father is evidently a hard-working, industrious man, with a large family, and is anxious to give the boy a suitable education. It is not necessary to determine whether the board was justified or not in turning the boy out of the school.

It is manifest to me that whatever may be said upon that point, he has been deprived of the privileges of the school as long as he ought to be.

The appeal is sustained, and the trustees are directed to forthwith admit William Horan to the privileges of the school.

No. 3862.

In the Matter of the Appeal of THOMAS RILEY, CALVIN SHERMAN and CYRUS C. TERWILLIGER, as Trustees of School District No. 16, of the Town of Rochester, Ulster County, *v.* E. D. LOUNSBURY and others, Trustees of School District No. 1, of the Town of Wawarsing, Ulster County.

Appeal to compel the district from which a part was set off and constituted separate, to comply with an alleged agreement or understanding to pay a proportionate share of the value of the district property remaining in the old district, to the newly created district. *Held*, that the Department has no jurisdiction in the premises. The advisability of detaching from a school district having an assessed valuation of \$58,000, a portion which has a valuation of but \$6,000, and constituting the same a separate district, questioned.

(Decided March 5, 1890.)

L. B. Haskin, for appellants.

It seems that by an order of the school commissioner of the third school commissioner district of Ulster county, made upon the consent of the trustees of the territory affected on or about the 16th day of December, 1889, a portion of the latter district was set off and made to constitute the district first named. The division left the school-house and all its appurtenances in the old district. The appellants claim that there was an understanding and agreement to the effect that the old district should pay to the new one its proportionate share of the value of the school property. The appellants have demanded this share from the respondents. The respondents deny this agreement and refuse to comply with it, although they admit that there was an understanding and promise that the old district should pay to the new one the sum of seventy-five dollars as soon as they should open a school of their own.

The amount in dispute between the two districts is not great, but to a district having an assessable valuation of but \$6,000, as is the fact in the present case, it is of considerable consequence. This appeal is

brought for the purpose of compelling the old district to settle with the new one, according to the appellants' understanding of what the agreement was. The circumstances of the new district seem to be somewhat hard. I can not help questioning the advisability of detaching from a school district having an assessable valuation of \$58,000, a portion of which has a valuation of but \$6,000.

It is admitted that the school facilities in the district as formerly constituted were good. It owned a good school-house and site and had a graded school, which was liberally supported. It is said, however, that the portion detached was set off in consequence of the fact that the residents thereof were unwilling to pay their share of the expenses of maintaining such a school, and preferred to become a separate district in consequence. This being so, they have little ground for complaint, although that fact would hardly be sufficient ground upon which to support the action of the school commissioner; but he was upon the ground, knew all the facts, and was better able to judge of the propriety of his action than I am here. I do not think it necessary to determine whether or not there was an agreement concerning the division of the school property, or, if there was such an agreement, what its terms were. I am clearly of the opinion that the appellants can not procure the fulfillment of such an agreement by an appeal to the Department. I think it may well be doubted whether they can do so by any proceeding; but I know of no authority of law which would support the Department in requiring a district to carry out such a promise.

This is not an appeal from any action of a district meeting or district officer. It is not shown that the district, or its officers, has either violated any law or failed to comply with any legal requirement. This being so, I think the appeal must fail.

The appellants incidentally ask that, in the apportionment of State school moneys for the present year, they may be given their share. So far as the Department of Public Instruction is concerned, the apportionment for the present year has already been completed and promulgated. So far as the apportionment by the school commissioners of the county of Ulster is concerned, the district fails to show the facts which would entitle it to an allotment.

For the foregoing considerations, the appeal must be dismissed.

No. 3863.

In the Matter of the Charges against IRVING W. CRAW.

A public school teacher is shown to be intemperate, a frequenter of saloons and disreputable places and to have inflicted cruel and unnecessarily severe punishment upon pupils. *Held*, that he should be dismissed and that his certificate should be revoked.

(Decided March 6, 1890.)

Irving W. Craw holds a certificate issued to him by C. G. Richards, school commissioner of the first school commissioner district of Niagara county, on the 26th day of November, 1889, and is engaged in teaching in district No. 6, of the town of Pendleton. He is charged with visiting saloons and a house of ill-fame, with being intoxicated

at different times, with drinking from a bottle in the school-room and with inflicting cruel punishment upon pupils. The school commissioner has assumed to investigate the charges and has come to the conclusion that the proofs are not sufficient to justify him in annulling the teacher's certificate. With this determination, residents of the district are not satisfied, and have asked the Superintendent to examine the testimony taken upon the commissioner's investigation. This has been done with considerable care.

Several persons testify to seeing Craw in and about saloons, and in a state of apparent intoxication at different times. Several pupils swear to seeing him drink from a bottle in a school-room. The trustee of the district and his wife swear that the teacher boards with them, and that they have seen him under the influence of liquor. Another witness swears that on the eighth of February he followed the accused and saw him visit three different saloons and a house maintained by a woman shown by the public records to have pleaded guilty to an indictment for keeping a disorderly-house.

The accused swears that some of this evidence is not true, although he does not deny being in and about saloons, or that he is addicted to the use of intoxicating drinks, or has within a comparatively recent period, been under the influence thereof. His negative statements stand alone. He makes no attempt to show previous good character. No one corroborates his testimony. Nothing is said against the credibility of the witnesses opposed to him.

There is considerable other testimony concerning the infliction of cruel punishment by the accused. It is shown that he has beaten several pupils on different occasions with a stick three or four feet long, until he has drawn blood upon and disfigured their hands and heads, raised ridges upon their bodies, and produced lameness which continued for a week or more. No denial whatever of this is made by the teacher.

In view of all this evidence, I have no hesitation in disagreeing with the conclusion of the school commissioner. It is needless to comment upon the necessity of good character and a blameless life on the part of teachers in the schools. There are enough who are anxious to teach who are not lacking in these attributes. Such a person as the accused is shown to be, should give way to another who will set an ennobling example before children. Regardless of the question of character, the proofs of cruel punishments could not be overlooked. The time has gone by when such indignities may be inflicted upon children or such scenes as this testimony depicts, may be enacted in the presence of a public school. A teacher who has not the character and self-possession, and who has not yet learned how to maintain discipline, in a better way, is no longer wanted.

The certificate of Irving W. Craw is hereby annulled.

No. 3864.

In the Matter of the Appeal of A. HALL BURDICK v. THE BOARD OF
EDUCATION OF LONG ISLAND CITY.

A teacher having been employed by a board of education for several years, was reemployed, as he understood, for the ensuing year. In February following he was dismissed without cause. *Held*, that all the circumstances justified the teacher in thinking the employment was for a year, and that it was such in law. *Held*, also that he could not be dismissed in the course of the year, except for cause.

(Decided March 29, 1890.)

W. T. B. Milliken, for appellant.

W. J. Foster, city attorney, for respondent.

The appellant having been employed for two preceding years as principal of one of the public schools of Long Island city, was reemployed in September, 1889, in the same position. He contends that the last reemployment was for the term of a school year. The board of education insists that it was for no specified length of time, but entirely at the pleasure of the board. The appellant was dismissed from his position by the board of education on the 14th day of February, 1890. No reason is alleged for the dismissal. The board insists that it had the power to dismiss him at any moment, and without assigning a cause. The appellant brings this appeal from the action of the board in dismissing him, for the purpose of determining his rights.

It is clear at the outset that the broad claims of the board of education can not be upheld. An individual may manage his individual affairs in any capricious way he likes, so long as he does not interfere with the rights of others; but officers in managing the affairs of the public schools can not go as far as this. They are not only bound to respect the rights of others, but in addition to this they stand in a representative capacity, and must transact their official business in a way which will best promote the interests of the public for whom they act. The schools are continuous, and their substantial character and efficiency depend not only upon the character and competency of teachers, but also upon teachers who have these qualifications, being secure against the piques and caprices, the selfish and political interests of individuals. The relations between school trustees and school teachers are reciprocal, and obligations are mutual. Trustees fail in their duty if they employ persons who are not competent and adapted to the employment. To uphold the claim that such persons may be employed only from day to day, and may be dismissed at any moment without warning and without reason, would be to drive qualified and self-respecting persons out of the teaching service. It is an unconscionable doctrine, so far as individual rights and interests are concerned; it is destructive of the efficiency of the schools, and subversive of the interests of the public. This principle has been previously maintained, notably in the case of *DeVoe v. District No. 7, of the town of Rochester* (appeal No. 3735). That case arose in a small and unstable school in a rural community. The principle has even much greater force in a large school regularly in operation during definite terms, as in the present case.

But we are not left to reasoning alone in this matter. There is no difference between the legal powers and duties of school trustees in cities, and like officers in all other parts of the State, except as such differences have been created by statutes having special application to a particular city. It does not appear that there is any special statute conferring any greater or different powers upon the board of education of Long Island City, so far as the dismissal of teachers is concerned, than trustees of schools have in general. Subdivision 9, section 48, title VII, of the Consolidated School Act, as it existed at the time of the employment in the present case, provided as follows: "Nor shall any trustee or trustees employ any teacher for a shorter term than sixteen weeks, unless for the purpose of filling out an unexpired term of school; nor shall any teacher be dismissed in the course of a term of employment except for reasons which, if appealed to the Superintendent of Public Instruction, shall be held to be sufficient cause for such dismissal."

The matter here in issue is then brought within narrower compass, for it is manifest that the employment could not have been merely from day to day, as respondents claim, but must have been in legal contemplation for some reasonable length of time, and that within such time, whatever it was, the appellant could not have been dismissed except for a reason which would be deemed sufficient by the State Superintendent on appeal. As no reason whatever is given for the attempted dismissal, either at the time thereof or now, the only question is, what was the length of the term for which the appellant was employed?

I have read all that has been said by the respective parties upon this point, in their pleadings and affidavits, and by their able counsel on the oral argument. The appellant was first employed in September, 1887, for the school year 1887-8. In the summer of 1888, he was reemployed for another school year. On the 25th of July, 1889, he addressed a communication to the board of education in which, after speaking of the condition of the school under his charge, and suggesting that his salary (\$1,500) was less than had formerly been paid, he said: "I respectfully ask to be continued in my present position for the coming year with such increase of salary as my services have shown me to merit." He swears that on the 7th day of September, 1889, he was verbally notified by the clerk of the board that at a meeting of the board his application had been accepted, and his salary increased to \$1,800, and that he reentered upon his position and continued to act in that capacity, and was paid at the increased rate up to the time of the attempted dismissal. This is not disputed.

But the board of education refers to certain resolutions as a justification for their action, which resolutions were adopted in July, 1888, and were in the following words:

"*Resolved*, That any and all existing by-laws, rules and regulations, resolutions, orders, etc., respecting appointments of teachers be and the same hereby are revoked, rescinded, made null and void; and all contracts therefor, if any, terminated and cancelled.

"*Resolved*, That all future appointments of teachers shall be for term, subject to the pleasure of the board."

The board insists that these resolutions were known to the appellant, and that they governed the terms of his reemployment of 1889.

He admits a general knowledge thereof, derived from newspaper reports, but says that he inquired of the member of the board having charge of his school whether there was anything in these resolutions affecting his position, and was informed that they were not intended to apply to him. It is true that one member of the board could not, independently of his associates, bind the board, but it is also true, it seems to me, that the appellant was justified in giving much weight to the construction which the commissioner in charge of his school placed upon the action of the board. But I can not adopt the view that these resolutions in any event were binding upon the appellant, except so far as they were lawful, and so far he must be deemed to have agreed to them. The resolutions relied upon by the board are of a most novel character, and seem to be almost, if not quite, devoid of legal life and effect. That part of the resolutions touching the employment of teachers could certainly not be carried out unless it was "the pleasure of the board" to employ for a reasonable term of service any more than that other part of the same resolution which purported to cancel and annul all existing contracts without the assent of the other contracting parties.

Moreover, the resolutions were only intended for the guidance of the board. Subsequent action could modify them or change their effect. The application of the teacher and the acceptance constituted an agreement upon which he had the right to rely, unless specially notified that the board had resolved to employ him on other lawful terms, which he was at liberty to accept or reject. There is no pretense of this. On the contrary, it appears that he was notified by the clerk of the board and superintendent of schools that his application had been accepted, and no conditions or modifications were suggested. No doubt he reasoned as he was advised by his commissioner, that it was the pleasure of the board to employ him according to the terms of his application, and that the resolutions adopted more than a year previously were not intended to affect his position.

More than this, there is no pretense anywhere that if the employment was for a term, as it seems clear it must have been, that that term was for any other time than a school year. That was at least the natural term of employment in a city, and it was evidently the term in the minds of the parties at the time of the agreement.

I therefore conclude that the legal term for which the appellant was employed in September, 1889, was for the school year. This being so, the action of the board in attempting to dismiss the appellant in February, without cause, was unlawful.

The appeal is sustained, and the action of the board in dismissing the appellant is held to be unlawful and invalid.

No. 3865.

In the Matter of the Appeal of ANNIE M. LAWTON v. THE BOARD OF EDUCATION OF LONG ISLAND CITY.

A teacher having been employed by a board of education for several years, was reemployed, as she understood, for the ensuing year. In February following, she was dismissed without cause. *Held*, that all the circumstances justified the teacher in thinking the employment was for a year, and that it was such in law. *Held*, also, that she could not be dismissed in the course of the year, except for cause.

(Decided March 26, 1890.)

George A. Stearns, for appellant.

W. J. Foster, city attorney, for respondent.

The facts in this case are very similar to those in the case of *Burdick* against the same respondent, just decided. The appellant, a resident of Massachusetts, applied for a position as teacher at Long Island City. She was requested to go there for a personal interview, and went and met Mr. Sheldon J. Pardee, the superintendent of schools, Mr. Joseph Fiesel, the commissioner in charge of the First Ward school and Mr. A. Hall Burdick, the principal of that school. She proposed to accept a position in that school for a year for \$700 for the first year and \$800 thereafter. She was chosen to the position by the board and her salary fixed at \$800. She entered upon the position and was paid at that rate until she was dismissed in December, without notice and without any cause being assigned. On the oral argument, counsel for the board stated that they did not now assign any cause. The case differs from that of *Burdick* only in that this appellant had no notice whatever of the resolution of the board relative to the employment of teachers "at pleasure." She swears that she understood her employment was for a year. She was so led to believe by the officers of the board and would not otherwise have accepted the place. As a matter of law, it was, in my opinion, for a year and the action of the board in dismissing her within that time, without reason, was invalid.

The appeal is sustained and the action of the board in dismissing the appellant is held to be unlawful and invalid.

No. 3866.

In the Matter of the Charges against WILLIAM G. WILSON.

A person holding a teacher's license engages in a dishonorable vocation. *Held*, sufficient cause for annulling his license.

(Decided March 29, 1890.)

On the 7th of March, 1890, information reached the Superintendent, by letter, to the effect that William G. Wilson, a teacher in the public school at Pike Pond, Sullivan county, was engaged in selling lewd and indecent photographs. A copy of an advertisement by said Wilson in a paper called the "*National Police Gazette*," was forwarded as proof of the fact. A copy of said paper was procured and the advertisement found to be of the following words, viz.:

[NOTE: The advertisement is of such a character, that it is deemed not best to insert it here.]

The Superintendent also procured the advertisement to be answered, and the person who did so received pictures which would probably not be held to be *obscene* within the meaning of the law; but they were of such a character as to preclude any self-respecting person, and particularly a teacher, from being engaged in the business of selling them.

Aside from the questionable character of the articles sold, the business as carried on by Wilson is highly dishonorable, if not legally fraudulent. Cheap prints for which sixty cents are charged, did not cost two cents. The vender seeks to extort money from simpletons by appealing to their curiosity and baser passions. With his cheap pictures he sends advertising cards and leaflets of a still more questionable character than that above printed, with a view to extorting still more money.

Investigation showed that Wilson holds a second-grade certificate issued by William Westfall, school commissioner on October 8, 1888.

With a knowledge of these facts in the possession of the Superintendent, Wilson was required to show cause before him at 10 o'clock this day, why his certificate should not be revoked. He has failed to appear, although he has written a letter acknowledging the receipt of the order to show cause, and admitting that he is the same person named in the advertisement. He claims that the business is not *obscene*. It is clear that he is engaged in a scandalous business, while he tries carefully not to infract the technical provisions of the penal statutes relating thereto. Whether he has been guilty of a crime is a question for the district attorney of his county, rather than the Superintendent of Public Instruction. It is not necessary to wait for a person to be sent to jail before stopping him from teaching school. There is abundant reason why this person should be stopped at once.

His certificate is hereby revoked.

No. 3867.

HENRY R. PAUL v. A. N. BUTTERWORTH, Trustee of School District No. 15,
Town of Albion, County of Oswego.

A school district meeting can not delegate the power to designate a site. Trustee may include in a tax list for necessary seats the sum of fifteen dollars, although the same was not voted by a district meeting. A supervisor has no authority to accept a school officer's resignation, and acceptance by him is of no effect.

(Decided April 10, 1890.)

The appellant, a legal voter in school district No. 15, of the town of Albion, county of Oswego, appeals from the action of the trustee in issuing and delivering to the collector of said district a tax list and warrant upon these grounds: First, that an item of fifteen dollars is included for the purchase of a school-house site, which site had not been designated by a district meeting. Second, that the trustee has included in said tax list an item of fifteen dollars for the purchase of seats for the school-house, without the authority of a district meeting.

Third, that the person to whom the tax list was delivered had previously tendered his resignation as collector to the supervisor of the town, by whom the same was accepted.

It is admitted by the respondent, substantially, that the precise site selected by him had not been specifically designated by a district meeting, but that the power to designate was delegated to the school commissioner. He also admits the purchase of seats for the school-house, at an expense of fifteen dollars, without the vote of a district meeting authorizing it. It is claimed further by the respondent that, although the collector tendered his resignation to the supervisor, by whom the same was accepted, did not thereby vacate his office, for the reason that the supervisor had no jurisdiction in the premises.

I should dismiss this appeal upon the ground that the appellant had been guilty of inexcusable laches in bringing the same, not having proceeded within thirty days from the time the tax list complained of was prepared, and waiting until a levy had been made by the collector to enforce the payment of appellant's tax, but for the fact that the district is in a deplorable condition, and the trustee seems anxious to act for the best interests of the district, and appears desirous of being instructed in relation to the tax list and the affairs of the district, so that he may raise the necessary funds needed for teachers' wages and the necessary expenses of the school.

In relation to the item of fifteen dollars for the purchase of a site, the appeal must be sustained, for the district meeting could not delegate the power to select the district site. A site to be taken must be clearly and specifically designated by the district meeting, to enable the trustee to purchase the same.

The item of fifteen dollars for necessary seats for the school-house was properly a charge upon the district, that being a necessary appendage to a school-house, and the trustee having authority under section 49 of title VII of the general school laws to incur such expense. The collector who continued in the office after tendering his resignation to the supervisor, was a district officer, the school commissioner, and not the supervisor, having authority to receive and act upon a resignation tendered by a district officer.

The trustee of the above-named district is hereby authorized and directed to withdraw the tax list above referred to, from the hands of the collector, and amend the same by omitting the item of fifteen dollars for the school-house site, unless within thirty days a district meeting shall approve of and designate by resolution the lot purchased for a school-house site by the trustee, in which case the item of fifteen dollars may be again included. If there is at present no collector in the district it is the duty of the trustee to appoint one. If, upon amending the tax list, it is discovered that any person has paid any sum in excess of the amount he should have paid, the same shall be refunded.

No. 3868.

E. D. CURTIS and another v. CHARLES G. GILLET, Trustee of School District No. 2, Towns of Barre and Elba, in the Counties of Orleans and Genesee.

Appeal will be dismissed when charges against a trustee are too general, and the matters which are the subject of the appeal are trivial.

(Decided April 10, 1890.)

Church & Kirby for respondent.

This appeal is by alleged taxpayers and voters of joint district No. 2, towns of Barre and Elba, from the action of the trustee in issuing a tax list for \$357.48, bearing date October 25, 1889, for the purpose of meeting the expense incurred in repairing the school-house, furnishing the same, and constructing necessary out-buildings. The charges against the trustee are too general to be considered upon a proceeding of this nature. From the respondent's answer, which is more specific, it appears that the trustee has made necessary repairs by general authority of the annual meeting, and upon the specific order of the school commissioner, and that he has furnished the school-house with suitable desks by direction of the commissioner. It is charged that the trustee personally furnished goods to the district, and sold other property without the authority of the district. It appears from the respondent's answer that the trustee did furnish two doors to the district at the price of one dollar, and that he sold some material which had been left upon the ground after the repairs were made, for from two to three dollars, with which sum he credited the district. These items are too trivial to be made the subject of an appeal.

I fail to discover any sufficient ground from the appellant's pleading for sustaining the appeal, and an examination of the respondent's answer satisfies me that there is no merit in it, and that the appeal should be dismissed.

The appeal is therefore dismissed.

No. 3869.

GEORGE FLACK, Trustee of School District No. 17, Town of Hartland, County of Niagara v. ROBERT C. WOODS, School Commissioner of the Second Commissioner District of Niagara County.

The action of a school commissioner condemning a school building and ordering the erection of a new one sustained, no abuse of power or discretion being shown.

(Decided April 11, 1890.)

Appellant appeals from an order of the respondent bearing date August 27, 1889, condemning the school-house in district No. 17, in the town of Hartland, Niagara county. The grounds of the appeal are that the inhabitants of the district prior to the service of the commissioner's order, had adopted a resolution to repair the school-house and place the same in a proper and suitable condition, and to raise the sum of \$150 to meet such repairs; that the school-building is

worth repairing, and with the repairs contemplated, would meet the requirements of the district; that a majority of the inhabitants of the district who are taxpayers are poor people, and will be distressed if compelled to pay at this time the necessary tax to rebuild the school-house.

A number of affidavits are offered in support of the above objections to the commissioner's order.

Upon the part of the commissioner, the respondent herein, it is shown by the affidavits of the largest taxpayers in the district, mechanics and others who are familiar with the circumstances, and acquainted with the condition of the school-house, that the present school-house has been in use many years, and is in a dilapidated condition, and, if the use of the present building is continued, it will be a source of constant expense to the district for repairs. It appears that the commissioner, before making the order condemning the house, in conjunction with the trustee of the district, and several of the citizens thereof, made a thorough examination of the building, its foundation and supports, and agreed that the building should be condemned upon the ground that it was not worth repairing, and in its present condition, unfitted for use as a school-house.

In a proceeding of this nature the law confers upon the school commissioner original jurisdiction, and it is not the policy of this Department to interfere with the exercise of his power, except upon grounds showing an abuse of discretion. I am unable to find any such abuse in this proceeding. The commissioner is clothed with the power of condemnation without reference to the wealth or poverty of the district affected. It has been the experience of this Department that good school-houses, with satisfactory schools, are essential to the welfare of communities. Well-appointed school buildings and satisfactory schools are found to be very great inducements to families proposing to locate in localities. In this case I am clear that the action of the commissioner should be upheld. The trustee of the district is, therefore, directed to forthwith proceed to carry out the directions of the commissioner's order.

The appeal is overruled.

No. 3870.

CORNELIUS SLATTERY v. GEORGE FLACK, Trustee of School District No. 17, of the Town of Hartland, County of Niagara.

The removal of a trustee from office is sought by this appeal for general neglect of duty, failing to carry out directions of a commissioner's order, and to provide by tax for teachers' wages, etc. An appeal pending, brought by the trustee from the order referred to, is assigned as the cause for the apparent neglect of the trustee. *Held*, that the former appeal having been dismissed, the trustee will now be given an opportunity to comply with the commissioner's order and the law.

(Decided April 14, 1890.)

Millar & Moyer, for respondent.

The removal from office of the respondent, George Flack, trustee of school district No. 17, of the town of Hartland, county of Niagara, is sought by this appeal. The grounds upon which the application is based are that the respondent has neglected the duties of his office,

having failed to carry out the provisions of an order of School Commissioner Robert G. Woods, condemning the school building in said district, and directing the erection of a new school house; that he has neglected to raise sums necessary for teachers' wages long past due; that he has not observed the requirements of the health and decency act, and, as a further ground, that not being a taxpayer in said district, and having no children of school age attending school therein, he is not eligible to hold a district office.

The respondent, in answer to the foregoing charges alleges, that before the order of condemnation was received by him, a district meeting had voted to repair the school-house, and the trustee thereupon proceeded to prepare a tax list to raise the amount deemed necessary for repairs, and to pay teachers' wages, and place said tax list with the warrant attached, in the hands of the collector who did not enforce the same, having been advised that the tax to repair was illegal because of the issuance of the commissioner's order condemning the school-house. The respondent, in the meantime, had taken an appeal to this Department from the order of the commissioner, and states as an excuse for neglecting to raise the amount needed for teachers' wages, that he delayed, awaiting the decision of such appeal. He insists that he has complied with the requirements of the health and decency act, and has constructed suitable and separate out-houses and erected a division fence. The respondent admits that he is not now the owner of real estate. He alleges that he was an owner of real estate at the time of his election to the office of trustee, and had been for many years. Upon a careful examination of the proofs submitted, I do not feel warranted in sustaining this appeal. Upon the appeal referred to from the commissioner's order condemning the school building, I have sustained the commissioner's order, and I feel that the trustee should have an opportunity to carry out the directions of such order. There is not sufficient proof before me that the respondent is not eligible to the office of trustee. A person may be qualified to hold the office who is neither a taxpayer nor the parent of children.

I therefore dismiss the appeal.

No. 3871.

T. G. KNIGHTS, Trustee of School District No. 8, Towns of Burns and Almond, Allegany County, N. Y., from the Proceedings of Special District Meeting of said District, Held February 12, 1890.

A trustee's public announcement of his intention to remove from the district, his public refusal to longer serve in the office, and his notice to such effect to the district clerk, accompanied by his resignation. *Held*, sufficient to create a vacancy in office of trustee, and a special meeting could fill the vacancy.

(Decided April 17, 1890.)

W. C. Windsor, for appellant.

Appeal by a resident elector of school district No. 8, towns of Burns and Almond, county of Allegany, from the proceedings of district meeting held February 12, 1890, at which one E. S. Gilbert

was elected as trustee of said district. It appears from the evidence presented, that at the annual meeting held August 6, 1889, one Clark Crawford was duly elected trustee, and thereupon entered upon the discharge of the duties of the office; that on or about November 22, 1889, said Crawford who was about to remove from the district to an adjoining State, publicly stated that he could not longer act as trustee, refused to serve any longer and went to the district clerk of said district, to whom he declared that he resigned the office and refused longer to serve, and delivered the books and papers pertaining to his office; that on the 3d day of December, 1889, at a special meeting regularly called by the district clerk for the purpose of electing a trustee to fill the vacancy, the appellant was elected as trustee, and thereupon he accepted the office, and the district clerk delivered to him the books and papers pertaining to the office. Subsequently, the former trustee returned to the district, and on the 30th day of January, 1890, by an instrument in writing, addressed to the commissioner, resigned the office of trustee; that, on the 12th day of February, 1890, at a meeting called by the district clerk, the above-named E. S. Gilbert, against the public protest of the appellant, who was present at the meeting, was chosen such trustee.

No appeal from the proceedings of the meeting held December three, for the election of the appellant thereat, has been taken. On behalf of the appellant, the affidavit of the former trustee is furnished, showing that he did in fact give up the office of trustee for the purpose of going to an adjoining State, and on or about November 22, 1889, publicly announced that he would no longer serve as trustee, and that he filed his resignation with the district clerk, and that subsequently, upon his return to the district because of ill health, to avoid any question as to his intention, formally tendered his resignation in writing to the school commissioner.

Upon the part of the respondent, it is claimed that there was no vacancy in the office of trustee at the time the appellant was elected, and that the vacancy was only created when the former trustee tendered his resignation to the school commissioner, and consequently that E. S. Gilbert is the duly elected trustee of the district. Other matters are alleged by the respondent which may possibly form grounds of appeal from the action of the appellant as trustee, but do not raise an issue to be determined upon this appeal.

It is clear to me that the trustee of the district chosen at the annual meeting, by his announcement of his intention to remove from the district, his public refusal to serve in the office, and his communication of those facts to the district clerk, together with his resignation, created a vacancy in the office, as provided by sections 30 and 31 of title VII of the general school laws, and that the district meeting regularly called and held on the 3d day of December, 1889, possessed the power to elect a trustee to fill the vacancy.

The appeal is therefore sustained, and the appellant, T. G. Knights, is declared to be the trustee of school district No. 8, towns of Burns and Almond, county of Allegany, for the unexpired term caused by the refusal to serve and resignation of Clark Crawford, who was duly elected trustee at the last annual meeting.

No. 3873.

JOHN NEAR, Trustee of School District No. 9, Towns of Ellicott and Ellery, Chautauqua county v. MYRON CLARK and G. VETTER.

Supervisor has no authority to appoint to fill a vacancy in the office of trustee. An appeal will not be considered unless seasonably taken.

(Decided April 17, 1890.)

This appeal was brought by the service of the appellant's petition upon the respondents on the 31st day of January, 1890, and the 1st day of February, 1890, respectively. The appellant was duly elected trustee of the district at the last annual school meeting. It appears that there were three trustees in this district. Some time after the annual meeting, the time not being given, one, Richard Lee, then a trustee of said district, moved from the district, and a vacancy was created. Subsequently, one G. Vetter was appointed by the supervisor to fill such vacancy. Thereupon Myron Clark who was then a trustee, together with said G. Vetter, employed a teacher against the protest of the appellant, and school was commenced on the sixteenth of September last. A tax list was prepared by Myron Clark and G. Vetter, and delivered to the collector, and it appears, the money was collected and the teacher paid by the collector. On the ninth of November, the above named Myron Clark moved from the district to an adjoining State, and on the sixteenth of December last, the school commissioner appointed G. Vetter trustee, and one Ambrose Rhodes trustee, to fill the vacancy caused by the removal of Myron Clark from the district.

No answer has been interposed, and if this appeal had been taken promptly and at the time the act complained of took place, I should sustain the appeal. The appointment of G. Vetter by the supervisor, was without authority of law. The action of Myron Clark and G. Vetter in employing a teacher without consulting the appellant, was illegal. The preparation of a tax list by Messrs. Clark and Vetter was also illegal, but the appellant having delayed his appeal for months after the acts complained of took place, and after the teacher had been employed, a tax collected and the teacher paid, it is too late for me to apply a remedy.

I therefore dismiss the appeal.

No. 3875.

FRANK J. ALVERSON v. MICHAEL JOY, Jr., Trustee of School District No. 14, Town of Springwater, County of Livingston.

The courts having acquired jurisdiction of the subject-matter of an appeal through an action brought thereon by the appellant, the appeal will not be entertained.

(Decided April 22, 1890.)

The appellant, on the fifteenth day of October last, was employed by the respondent to teach the common school in said district for the period of sixteen weeks. No agreement was made between the appellant and the respondent on the subject of janitor work, or the care

of the school-house. The appellant alleges that upon assuming the charge of the school, he found that no arrangement had been made for building fires and cleaning the school building; that he applied to the trustee who assured the appellant that he would attend to the matter at once. This, however, he neglected to do, and the appellant cared for the fires and cleaned the school-house; that the appellant then engaged a boy who assisted in those services for a period of five weeks, for which assistance the boy charged three dollars, which the respondent refused to pay. Thereafter, the appellant continued to care for the school-house, sweeping the same and building fires, until the close of his term. The appellant claims for such services the sum of fifteen dollars, and for the services of the boy the further sum of three dollars.

The respondent admits that there was no agreement with the appellant relative to the janitor work, denies that he ever agreed to arrange for having this work done, and avers that it was the custom of the district for the teacher to perform this work. It appears further, that before taking this appeal the appellant brought an action against the respondent before a justice of the peace in said county for the value of the identical services claimed by this appeal.

The fact that an action had been commenced, and that the appellant had sought in the courts the same remedy he now seeks by this appeal, makes a decision by me improper, if not unnecessary. It is a well established rule that, when the courts have acquired jurisdiction of a matter in controversy over which this Department has concurrent jurisdiction, an appeal will not be entertained. It is unnecessary, therefore, to look into the merits of this appeal.

The appeal is overruled.

No. 3876.

ARTHUR C. WATKINS *v.* THE BOARD OF EDUCATION OF SANDY CREEK HIGH SCHOOL, OSWEGO COUNTY, N. Y.

Residence of a ward not necessarily the same as that of his guardian. A minor born in a district and living there, whose parents resided there until their decease, who owns real and personal property in the district, and whose intention it is to make the district his home, held to be a resident thereof.

(Decided May 12, 1890.)

This appeal comes before the Department by a statement of the facts agreed to and signed by the respective parties. The respondents claim that the appellant is a non-resident of the district, and therefore, liable to a charge for tuition. The facts appear from the statement to be as follows: That the appellant is now 16 years of age; that he was born in the district, and resided there with his father until August, 1888, when his father died. Soon thereafter his step-mother was appointed his guardian, and in December, 1888, the appellant removed with said guardian to the State of Ohio, having in his own mind no fixed determination as to his future place of residence.

The appellant owns real estate in the district which is in charge of an administrator who represents his guardian. He is also the owner of personal property which is in the possession of the guardian. About three months after removing from the State, he returned to the

district, with the intent of making said district his home, and entered the school for the purpose of completing his education.

Considering the appellant a non-resident of the district, the board of education exacted from him payment for tuition. Giving the above statement of facts full consideration, I am satisfied that the appellant is a resident of the district and entitled to the rights which pertain thereto. The residence of a ward does not follow that of a guardian as does that of a child its parents. If the appellant had lost his residence in the district when he removed from the State with his guardian, he again acquired residence in the district when he returned to the same, with the intent of making it his home.

The appeal is sustained, and the board of education of the Sandy Creek High School, is hereby directed to admit the appellant to the privileges of the school as a resident of the district.

No. 3877.

MARY MOORE v. THE BOARD OF EDUCATION OF UNION FREE SCHOOL DISTRICT
No. 6, TOWN OF MANLIUS, ONONDAGA COUNTY.

A minor child, whose parents reside in one district, and who have permitted her to live in another district with a grandparent, for the purpose of securing better school accommodations than the district in which the parents reside affords, held to be a non-resident, and if permitted to attend the school, liable for tuition.

(Decided May 12, 1890.)

Appellant is the grandmother of Helen Moore, a pupil in attendance at the public school in Union Free School District No. 6, of Manlius. Assuming that the pupil is a non-resident of the district, the board has treated her as a foreign pupil, and made a charge for her tuition. From the evidence submitted, it appears that the pupil has parents who are residents of an adjoining district, but that they deem the school facilities of said district No. 6 greater than those of their own district. They have consented to her living with her grandmother in said district No. 6, for the purpose of deriving the benefit of such school facilities. The girl commenced school in this district at the beginning of the last fall term. It is alleged by the appellant that she has cared for several sisters of the pupil in the past, and given them an opportunity to secure an education. It is alleged by the respondent that the child has come into the district solely for the purpose of securing the advantages afforded by the school of this district, and that her parents, who reside in an adjoining district, are able to furnish her with an education.

It is often difficult to determine the question of one's residence. In the case of a minor, the residence of the parents will be presumed to be its place of residence, unless the contrary is clearly established. It seems clear to me that however meritorious the desire of the appellant may be, the case is one where a foreign pupil is temporarily sojourning in the district solely for school purposes, and that the evidence presented on the part of the appellant does not satisfy me that any change of residence was intended, or did in fact occur by the act of the pupil in coming into the district.

I must dismiss the appeal, and hold that the board was justified in making a charge for tuition.

No. 3878.

In the Matter of the Appeal of S. F. SNOW v. THE BOARD OF EDUCATION OF UNION FREE SCHOOL DISTRICT No. 10, TOWN OF SKANEATELES, COUNTY OF ONONDAGA.

A boy fourteen years of age residing in the district with a brother by whom he is supported and cared for, his parents living without the district and separate, neither furnishing the other support, and neither possessed of means to support the boy. *Held*, that the boy is entitled to free tuition, and entitled to be enumerated as a resident of the district.

(Decided May 12, 1890.)

Appeal from the decision of the respondent, the board of education of Union Free School District No. 10, town of Skaneateles, in determining that Corry L. Snow was not a resident of the district, and therefore not entitled to free tuition in the district. The appellant alleges that he is a resident householder and elector in the above-mentioned district; that he has residing with him a brother of the age of 14 years; that the parents of the boy, although living, do not live together, and neither furnishes the other means of support; that neither of said parents has means to support said boy, and that since the separation of the father from the mother, which occurred in 1886, he has been supported largely by deponent or by his own work in several districts, where he has since resided; that prior to 1889 the appellant sent said Corry to the Dundee academy, at Dundee, N. Y., paid his expenses and supported him there; that during the past year the appellant married and commenced housekeeping in this district, and soon after brought said boy to his home to live with him, and that he has since resided in said district, wholly cared for and supported by the appellant as a part of his family. Appellant alleges that he believes he will have to care for and support said Corry in the future, and that said Corry has no other place of residence than with him.

The respondents allege that the appellant is not a taxpayer of the district and that if he is a voter, it is solely by reason of his being a householder. They allege that the said Corry is in the employ of appellant in caring for his horse or horses and otherwise rendering services, the value of which is equal to the value of the support, care and schooling of said boy. It is further alleged that appellant's parents and the parents of Corry, pay no taxes in the district and that neither of them are residents thereof, but that the appellant is able to pay for the boy's tuition.

There is but one question involved in this case, that of residence, and it is often a difficult one to decide. The facts alleged by the respondent, that neither the boy's parents nor his brother, with whom he is residing, are taxpayers in the district or that the appellant is able to pay for the tuition of the boy, can have no bearing. If he is a non-resident, tuition must be paid, if required by the board. If a resident, he is entitled to tuition free of charge.

In a case of this nature, while the boy whose place of residence is in question, has been deprived of a home with his parents for several years, through no fault of his own, and where in fact there is no home because of the separation of the parents, the law should be as liberally construed as possible in favor of the boy. It is clear to me that, after going from one district to another, he has become, through the

favor of the appellant, his brother, a member of his family and a resident of the district to which this appeal relates, and I so hold.

The appeal is sustained, and the board of education of Union Free School District No. 10, of the town of Skaneateles, is hereby directed to admit Corry L. Snow to the privileges of the school in said district, as a resident thereof.

No. 3879.

In the Matter of the Appeal of FRANK G. SNYDER, WALTER W. HYDE, by his Father and Guardian, ORANGE P. HYDE, and WALTER W. EDWARDS, by his Father and Guardian, DAVID EDWARDS, v. CORNELL UNIVERSITY.

Students holding a State scholarship at Cornell University, who fail in term examinations and consequently have to leave the institution, must be deemed to have abandoned their rights to the scholarship.

(Decided May 15, 1890.)

Frank G. Snyder, Walter W. Hyde and Walter W. Edwards, were candidates at the examination held on the first Saturday of June, 1889, for State scholarships at Cornell University. Their standing in such examination was not sufficiently high to make either one of them first entitled to scholarships; but candidates who fail to gain scholarships are, under the law, entitled in the order of merit, to vacancies which may arise in the State scholarships in case students who have become entitled thereto, either abandon or vacate the same. The names of the three young men appear in the list of persons, who in the order of merit, are entitled to such vacancies. Although these young men failed to secure scholarships, they entered the freshmen class in the university in September, 1889, as pay students. They now allege that, at the term examination held in December, 1889, more than three State scholars forfeited their rights to scholarships, by reason of failure to pass the examination, and that, under the law, it thereupon became the duty of the president of the university to certify the fact that vacancies existed in State scholarships, and the duty of the State Superintendent to fill such vacancies from the list of persons eligible thereto.

The university in its answer admits substantially all the facts alleged by the appellants, except that it denies that students who failed to pass the term examination in December, 1889, forfeited their scholarships in consequence thereof. It is said by the university that students failing to pass such an examination are not thereby permanently excluded from their scholarships, but are only temporarily suspended therefrom, and afforded an opportunity to make up their deficiencies and reënter upon their scholarships.

Section 9 of the charter of Cornell University, which relates to the State scholarships, was amended by chapter 291 of the Laws of 1887. Subdivision 5 of said section relates to the filling of vacancies in such scholarships, and reads as follows:

“In case any candidate who may become entitled to a scholarship shall fail to claim the same, or shall fail to pass the entrance examination at such university, or shall die, resign, absent himself without

leave, be expelled or, for any other reason, shall abandon his right to or vacate such scholarship, either before or after entering thereupon, then the candidate certified to be next entitled in the same county shall become entitled to the same. In case any scholarship belonging to any county shall not be claimed by any candidate resident in that county the State Superintendent may fill the same by appointing thereto some candidate first entitled to a vacancy in some other county, after notice has been served on the Superintendent or commissioners of schools of said county. In any such case, the president of the university shall at once notify the Superintendent of Public Instruction, and that officer shall immediately notify the candidate next entitled to the vacant scholarship of his right to the same."

From this it appears that when a candidate "shall abandon his right to or vacate such scholarship," the candidate certified to be next entitled thereto, shall become entitled to the same. The terms *abandon* and *vacate* seems to have been used to cover either a voluntary relinquishment of the right to the scholarship, or an involuntary forfeiture of such rights. The plain meaning of this paragraph of the statute is that, when a State scholarship shall for any reason become unoccupied, the persons who entered the annual examination in competition therefor shall, in the order of their acquired standing in such examination, become entitled to enter thereupon and receive the benefits and advantages thereof. I know of no principles of legal construction that would change this manifest intent of the law.

But the university says that the scholarship is not vacant or unoccupied when the holder fails to meet the requirements of a term examination, in consequence of which he must necessarily leave the institution, because he may make up his work and be reinstated.

It seems to me that this view is repugnant to the evident purpose of the Legislature in enacting the recent amendment to the charter of the university. (Chapter 291, Laws of 1887.) In consideration of the advantages accruing to the institution from the fact that it was given the share of the State of New York in certain public lands distributed to the States by act of Congress for specific educational purposes. The State reserved to itself the right to send to the university each year, students to the number of one for each Assembly district, who should be entitled to the privileges thereof without the payment of tuition fees. The university accepted these terms. The scholarships thus created had never been fully occupied. It had never been possible to fill a vacancy in one district by appointment from another district, no matter how many deserving candidates the other districts might have. When a scholarship had once been filled by appointment from one district and should become vacant, there was no way of filling it, even though there were deserving and willing candidates in the same district. In this way the scholarships were not more than half filled. Chapter 291 of the Laws of 1887, was intended to correct this, and provide a way for extending the privileges of these State scholarships to any students in the State who might desire them and be able to comply with the necessary requirements. In short, the State undertook, by this amendment to the charter of the university, not only to fill the scholarships, but to keep them full so long as there were students in the State who desired and deserved

the privileges thereby afforded, in the evident belief that, in thus carrying the advantages of the great institution to the greater number of its brightest and most deserving children, it would be helping them and promoting its own substantial development as well.

The length of time within which the university claims that it may permit delinquents to make up deficiencies and regain position is indefinite, and if we adopt the principle for which it contends—that a student who is obliged to drop out and leave the institution because he can not sustain himself in examinations, does not vacate his scholarship because he *may* make up his work and be reinstated at any indefinite time in the future—we practically hold that a scholarship once occupied, and then vacated, can not be again filled at all. It stands to reason that the greater number of the students who fail to pass the term examination will not be disposed, or will be unable to regain their forfeited places. It stands to reason also that the greater number of failures to maintain positions, will occur in the freshman year, thus leaving a vacancy in each case extending over a period of more than three years. This is a denial of the rights which the statute gives to waiting candidates, and overthrows and thwarts the manifest intent and purpose of the Legislature in enacting the amendment to the charter of the university, with a view to keeping the scholarships full.

The university exacts certain evidences of proficiency, either the certificates of other institutions as to work previously performed by the candidate, or that he shall show his scholarship in an entrance examination, before the holder of a scholarship can be admitted to the course at all. After being thus scrutinized upon admission, it would seem quite possible for the authorities to determine whether a student is so deficient as to make it impossible for him to sustain himself and complete the work of the course, before actually depriving him of the privileges of the institution and barring the door against him.

It must be admitted I think, that the student who can not sustain himself beyond a reasonable question, should give way to one who can, but that after admission, one should not be obliged to go out until it is clear that he can not go on with fair prospect of creditable graduation, and when that time has arrived, another who is waiting should be allowed to come in. And when a State student has for any reason been debarred the privileges of the university and prevented from attending upon its instruction, he must be deemed to vacate his scholarship within the meaning of that term as used in subdivision 5, section 9 of the charter.

From these considerations, it follows that the appeal must be sustained. It would seem reasonable, however, that a little time should be afforded for the correction of any misunderstanding which may have arisen through conflicting interpretations of the meaning of the statute. The authorities of the university will at once notify all holders of State scholarships who have been debarred the privileges of the institution, that they may at once return, and must do so or forfeit their scholarship rights, except in cases where such authorities determine that students are so deficient that their scholarship privileges should be taken away. All who are thus allowed to return and do not do so within twenty days, will be deemed to have abandoned

or vacated their scholarships. And the president of the university will at the end of that time notify the Superintendent of Public Instruction of all State students who have voluntarily abandoned their scholarships, or have vacated them, as the term is herein construed.

No. 3882.

In the Matter of the Appeal of GEORGE ALLEN and WILLIAM SMITH v. JACOB CLOSSER, Trustee of School District No. 9, Town of Allen, County of Allegany.

A trustee will not be required to include in a tax list a tax upon personal property against himself, although he is assessed therefor upon the town assessment-roll, when it is clearly shown that he is not the owner of personal property liable to taxation.

(Decided July 10, 1890.)

This appeal is brought by residents of school district No. 9, of the town of Allen, Allegany county, from the neglect of the trustee to include in the tax list an item of tax for personal property against himself, which it is alleged he is assessed for upon the last town assessment-roll, and which it is alleged he is the owner of.

It appears from the answer of the trustee that the assessment by the town assessors was erroneous, and grew out of the fact that at one time he had the contract for the sale of some real estate, which contract was some years ago cancelled and annulled, so that the respondent became and still is the sole owner of the real estate referred to; that respondent shows clearly that all of the personal property he is possessed of, including live stock, debts due to him and a small bond and mortgage which he holds, does not exceed in value \$900, and that he owes debts to a larger extent. A good portion of the indebtedness he owes grew out of a loan which is invested.

In view of the positive nature of the respondent's proofs that he has no personal property which, under the law, is subject to taxation, and the clearness with which he has stated his position, I must overrule the appeal and sustain the tax list now in the hands of the collector of said district.

No. 3883.

In the Matter of the Appeal of GEORGE E. FRALICK and others v. JONATHAN E. LEACH, Sole Trustee of School District No. 4, Town of Marathon, Cortland County.

Action of a trustee who has constructed a new school building as directed by a commissioner's order, which condemned the old school building, sustained.

An appeal from trustee's proceeding, to be entertained, should have been promptly taken. It is too late to do so after the building has been completed and accepted by the authorities.

(Decided July 11, 1890.)

Milo C. Paige, for appellants.

William D. Tuttle, for respondent.

This appeal is brought by residents and legal electors of school district No. 4, of the town of Marathon, Cortland county, from the action of the trustee relative to the construction of a new school building in said district, and his removal from office is asked for upon the ground that he has been negligent in the discharge of his duty,

and has allowed the interests of the district to suffer by making a contract for the construction of the school-house at a greater sum than other responsible bidders were willing to do the work for. The evidence shows that prior to the last annual meeting School Commissioner Stillman condemned the school-house in said district, and ordered the erection of a new one, at a cost not to exceed \$400. Subsequent to the service of such order, and before the last annual meeting, a special meeting of the district was held, and by a small majority, a motion to build a new school-house was voted down. It is charged that the respondent voted with such majority. At the annual meeting which was held a few days later, the respondent was chosen trustee. Subsequently he entered into a written contract with a resident carpenter of the district to build a school-house according to certain plans and specifications set forth in the contract, at a cost of \$400. The school-house was built, accepted by the trustee, a tax list issued to levy a sufficient amount to pay the contractor, whereupon this appeal was taken and an order granted by this department staying the collection of the tax pending the determination of this appeal. The respondent admits that he voted against the construction of a new school-house, but alleges that he did so with a view of having the district annulled; that, when he became trustee, recognizing the fact that a large minority of the district were in favor of building a new school-house, and that a district meeting had neglected to vote to build the same, the duty devolved upon him to do so, and that he entered into a contract, after consultation with the school commissioner, and which was approved by the school commissioner, to build a new school-house.

It is not denied that, before plans and specifications had been agreed upon, a certain other resident of the district had offered to build a school-house for something less than \$400, but it appears that the party so offering was not willing to reduce his proposition to writing. The school building has long since been completed, and the school commissioner certifies that it is a suitable building, well constructed of good material, and the sum charged for the same reasonable.

After carefully considering the voluminous proofs offered by the respective parties to this appeal, I am led to the conclusion that the appellants were at fault, if they were dissatisfied with the contract and the manner in which the work was being done, in not promptly taking an appeal and asking for a stay, instead of waiting until the completion of the work, its acceptance by the trustee, and the establishment of a debt against the district in favor of the contractor, which no decision of mine could at this time affect. The appellants, it seems, stood idly by until they were called upon to contribute toward the payment for the work by the issuance of a tax levy and warrant. I do not find that there was any collusion between the trustee and the contractor, nor am I satisfied that the charge for the building was unreasonable. I am, however, satisfied that a good school-house has been constructed, and that the contractor should be paid for his work.

The appeal is, therefore, overruled, and the stay heretofore granted herein vacated and set aside. The district collector will proceed to enforce the tax list and warrant.

No. 3884.

In the Matter of the Appeal of the TRUSTEES OF SCHOOL DISTRICT No. 6,
OF THE TOWN OF JOHNSTOWN, COUNTY OF FULTON v. JOSEPH B. THYNE,
School Commissioner, and others.

The order of a school commissioner altering the boundary line between school districts will be upheld, where the proceedings have been regular, unless it is clearly and strongly shown to have been against good judgment, and opposed to the best educational interests of one or both districts.

(Decided July 15, 1890.)

Smith & Ellis, for appellants. .

Philip Keck, for respondents.

This is an appeal from an order made by a board composed of the school commissioners of Fulton and Montgomery counties, and the supervisor and town clerk of the town of Johnstown, on the 19th day of October, 1889, making certain alterations of the boundary line between district No. 6, of said town of Johnstown, and joint district No. 8, in the towns of Johnstown, Fulton county, and Mohawk, Montgomery county, which said order confirmed an order previously made by the school commissioners named.

The appellants take exceptions to the regularity of the proceedings. In the first place, they say that the trustees of school district No. 6 never met and acted as a board on the petition for alteration, and they insist that they must have done so, and have refused to concur in the proposed alteration before the school commissioners and other officers had jurisdiction to act in the premises.

I am unable to adopt this view, for the reason that the statute does not seem to expressly require negative action, and that if the claim of the appellants were to be admitted, it would put it in the power of any board of trustees to refuse or neglect to meet at all, and thus utterly defeat further proceedings of any kind. To take this view of the appellants would be to overthrow and thwart the purpose and intent of the statute in many cases.

The appellants also claim that no regular adjournment of the board making the final order was had prior to the time when the order was made, although it is admitted that the board separated. There is a dispute about this point, and the testimony of the parties is conflicting. The proceedings must be presumed to be regular unless the contrary is shown, and it is not clearly established in the present case.

Again, it is alleged by the appellants that the proposed order, if carried into effect, would result in very irregular boundary lines between the two districts. If this were true, it would be an objection — perhaps not an objection sufficiently strong to justify me in setting aside the order, however; but the fact is that the boundary line would be no more irregular if the order is upheld than it will be if it is set aside.

The case was ably argued by alert counsel before me. I became satisfied at once, upon the argument, that there was no sufficient ground upon the merits to justify my setting aside the order. Both of the districts are reasonably strong in assessable property, neither having less than \$100,000 of the same. The one added to is considera-

bly stronger than the other in number of children attending school, but it is admitted that the order affects the residence of but one patron of the schools, and he desires that it be upheld. So there is no sufficient ground for setting aside the order on the merits. I am also satisfied that there is no reason why the order should be set aside because of irregularity in the proceedings.

The appeal is, therefore, dismissed.

No. 3885.

In the Matter of the Appeal of GEORGE STEINSON v. JOHN JASPER, Superintendent of Schools of the City of New York.

A State certificate is ample authority to the holder to teach in the city of New York, although the board of education of that city may exact a further examination as a condition precedent to employment.

A teacher in New York city holding a State certificate can only be removed from his position by a revocation of his certificate by competent authority, or by the action of the board of education.

(Decided July 15, 1890.)

The appellant had been a teacher in Grammar School No. 29, in the city of New York for some three years when, on March 11, 1890, he received a notice from the city superintendent of schools stating that his certificate would expire on the next day, March 12, 1890. The city superintendent, in his answer, states that on the 9th day of October, 1886, he issued to the appellant a license to teach as an assistant teacher of the third grade in the grammar schools of said city. This license was extended on the 12th day of September, 1887, for the further term of six months, and was afterwards renewed or extended as follows: March 12, 1888, for six months from that date; September 12, 1888, for six months from that date; March 12, 1889, for six months from that date; September 12, 1889, for six months from that date. The superintendent, therefore, claims that, as his license was not further extended, the appellant had no authority to teach beyond the 12th day of March, 1890, and, following this view to its conclusion, the appellant was prevented from continuing in his position.

Various questions are raised by the appellant as to the authority of the city superintendent to issue to him a certificate which is only provisional and temporary in its operations, and to keep him in suspense by repeated renewals of such certificate, and also to cut off his employment by declining to farther extend the same. The appellant shows that, under the statute relating to the management of the schools in the city of New York, and the regulations of the board of education, he could only be licensed by the city superintendent with the concurrence of two inspectors, and that he was so licensed. He denies that what he claims amounts to a revocation of such license can be declared or enforced by the city superintendent alone. I find it unnecessary to consider or determine these questions, for it appears in the papers submitted, and is corroborated by the records of this Department, that the appellant received from the State Superintendent of Public Instruction, on July 16, 1883, after having passed the regular State examination, a State certificate authorizing him to teach in any

common school in the State during life, or until such certificate should be revoked. Such State certificate is still in force.

Before a person can teach in any public school in the State, he must receive from an officer authorized to grant it, a certificate that he is, by reason of moral character, intellectual qualifications and general fitness, qualified for doing so. This certificate only authorizes him to teach when he has been employed by an officer authorized to contract with him for employment. In the present case, the appellant had ample authority, regardless of the certificates issued to him by the respondent, to teach in any grade in the city of New York, provided he was duly employed by the board of education of such city. No question is raised about the regularity of his employment. Having such authority and being so employed, he could only be removed from his position pursuant to the provisions of section 1042 of the New York city Consolidation Act. This section provides that he might be removed by the board of education, upon the recommendation of the city superintendent, or of a majority of the trustees for the ward, or of a majority of the inspectors for the district, but only by a vote of three-fourths of the members of the board of education.

There may have been sufficient ground for removing Mr. Steinson from his position. Whether there was or not, the papers in the case do not disclose, and it does not devolve on me to determine. In any event, it seems clear to me that he could only be removed in one of two ways: First, by revocation of his certificate as a teacher; and, second, by the action of the board of education. His certificate in the present case could only be revoked by the State Superintendent, as he had successfully passed the most severe examination to which teachers in the State are subjected, and held the highest grade of certificate ever issued to a teacher in New York. There was no action of the board of education in the premises.

I therefore come to the conclusion that he has been unlawfully deprived of his position as a teacher in Grammar School No. 29, and that he now stands entitled to exercise the functions and receive the emoluments of such position, until such time as his certificate as a teacher shall be revoked by competent authority, or he shall be removed from his position in the manner provided by the local statute relating to the matter.

The appeal is sustained.

No. 3886.

NEWTON R. PECKHAM v. R. C. FRANCIS, School Commissioner of the First Commissioner District of Madison county.

The action of a school commissioner revoking a teacher's license sustained, when the holder while teaching had engaged in other pursuits, and in consequence neglected his work in the school, and where it became apparent that the teacher had lost all interest in his work, had become lax in discipline and had neglected to preserve order in the school.

(Decided July 16, 1890.)

The appellant held a certificate as a teacher issued in due form by D. D. N. Marvin, school commissioner of the first district of Onondaga county, on the 29th day of August, 1888, and duly indorsed by the respondent on the 30th day of August, 1888, and was engaged in

teaching in school district No. 1, of the town of Georgetown, when, on the 24th day of April, 1890, the respondent revoked and cancelled such certificate, against which last action the appellant brings this appeal.

The appellant alleges and shows that the school commissioner had visited his school repeatedly, and at the close of the first year of his employment had strongly commended him as a teacher. The respondent admits this, but alleges that during the second year of appellant's employment he was engaged in pursuing the study of law in Syracuse, and neglected his school to such an extent that many complaints were made by patrons of the district. The respondent states, also, that he visited the appellant in his school at four different times, and admonished him that he was neglecting his work and that complaints were frequent. He states, also, that, at such visits, it was manifest that appellant had lost all interest in the school; that discipline was lax, and that much disorder prevailed. The statements of the commissioner are corroborated by the trustee in the district, and by other reputable and substantial residents thereof.

After carefully reading all the papers in the case, I have come to the conclusion that there is no sufficient reason shown for my setting aside the order of the commissioner.

The appeal is, therefore, dismissed.

No. 3887.

**In the Matter of the Appeal of FRANCIS J. MCBARRON v. JOHN JASPER,
Superintendent of Schools of the City of New York.**

Students of the College of the City of New York are not eligible for State scholarships in Cornell University.

(Decided July 18, 1890.)

Theodore Baumeister, for appellant.

The appellant was during the last year a student in the College of the City of New York, and attempted to enter the last annual examination of candidates for State scholarships at Cornell University, but was not permitted to do so by Superintendent Jasper, on the ground that students in the College of the City of New York are ineligible to such scholarships. This appeal is brought to determine the question.

The statute provides that "none but pupils of at least sixteen years of age and of six months' standing in the common schools or academies of the State during the year immediately preceding the examination, shall be eligible" to the State scholarships. The only question here is whether the College of the City of New York is a common school or academy with the meaning of this statute. It certainly is not a common school, and I am confident that it is not an academy. It is not classified as such by the Board of Regents of the University. It does not participate in the distribution of the income of the "Literature Fund." Section 1058 of the New York city Consolidation Act provides that it shall be entitled to do so, but as a matter of fact, it does not. It has the authority to confer degrees. Indeed, it seems to

have the plan of organization, the extended course and the general authority of a college. I can not believe that it was the purpose or intent of the Legislature to open the State scholarships at Cornell University to the students of such an institution as the one under consideration, and am of the opinion that the superintendent of schools in the city of New York, who was charged with the duty of conducting the Cornell examination, acted within the meaning of the statute in declining to permit the appellant to enter the same.

The appeal is dismissed.

No. 3888.

In the Matter of the Appeal of GRANT R. DENT v. HIRAM THAYER, Trustee of School District No. 11, Town of Florida, County of Montgomery.

A trustee has no right to employ a person as a teacher for "so long as he gives satisfaction." The statute requires trustees to employ for a stated time, not less than ten weeks. A teacher can not be discharged during the time for which he was employed, except for reasons which would be approved by the State Superintendent.

(Decided July 18, 1890.)

Howard Putnam, for appellant.

The appellant was employed by the respondent on or about the 15th day of April, 1890, to teach the school in the above-named district. The parties disagree as to the length of the term of employment. The appellant states that he was employed to teach twelve weeks. The respondent, that he was employed so long as he gave satisfaction. He taught six weeks when he was discharged. The appellant insists that he was discharged without reason. The respondent insists that he discharged the teacher because he was inefficient, and because there was a widespread dissatisfaction in the district, and the school was slimly attended. The respondent agreed to pay the appellant at the rate of one dollar and seventy-five cents per day. The appellant claims, and the respondent admits, that the teacher might have continued at the rate of one dollar and twenty-five cents per day.

The trustee had no power to employ a teacher "so long as he gave satisfaction." The statute requires him to employ a teacher for a specific length of time, which must be at least ten weeks in duration. He had no power to discharge him within the term of employment except for reasons which would be approved by the State Superintendent. In view of the provisions of the statute, I should feel compelled to sustain the appeal, and require the district to pay the teacher for the full term, but for the fact that the trustee states explicitly, and the teacher substantially admits, that after the expiration of six weeks' of service, and when the trustee suggested to the teacher that he was not teaching the school satisfactorily, the teacher voluntarily acquiesced in a termination of the agreement. There seems to be no doubt, upon the statement of the parties, but that the teacher then said to the trustee that he could make as much money elsewhere, and, if there was dissatisfaction, that he had better quit.

In view of this fact, I feel compelled to dismiss the appeal. The appeal is dismissed.

No. 3890.

In the Matter of the Appeal of ABRAHAM WRIGHT v. COE H. TEN EYCK,
Sole Trustee of School District No. 20, Town of Warwick, County of
Orange.

A teacher claims to have been verbally employed for a longer period than the trustee admits. *Held*, that it devolves upon the teacher to establish this claim by a preponderance of proof. This he has failed to do, and the appeal is overruled.

(Decided July 18, 1890.)

The appellant was employed by the respondent on or about the 12th day of January, 1890, to teach school in the above-named district. There was no written memorandum of employment given. Only the immediate parties were present when the agreement was entered into. The teacher claims that he was employed up to the end of the summer term, and claims pay to the twenty-seventh of June. The trustee insists that he employed the teacher for but three months. At the end of three months the teacher was dismissed. The teacher presents no proof whatever in corroboration of his claim. The trustee states his case with much clearness and explicitness, and in addition submits the affidavit of Miss Kittie Williams, another teacher, to the effect that he employed her on the 11th day of January, 1890, the day previous to the one upon which he agreed with the appellant, to teach the school at the expiration of three months from that time. In my judgment, this makes a case which requires that the appeal be dismissed, and it is so ordered.

No. 3891.

In the Matter of the Appeal of WILLIAM McDONOUGH v. LORENZO SMITH,
Trustee of School District No. 6, Town of Springfield, Otsego
County.

A child was excluded from the school by a teacher, with the trustee's approval, upon the alleged ground that he was idiotic, lacked capacity for education, and was unable to care for himself. Evidence offered before the school commissioner did not sustain the charges, but rather refuted them. *Held*, that the boy should be received as a pupil

(Decided July 18, 1890.)

During the last term, Miss Fannie E. Ingalls, teacher in the above-named district, sent a son of the appellant from the school and refused to permit him to reënter. In this action, she is sustained by the trustee. This appeal is brought to determine whether or not the child should be permitted to attend school in the district.

The ground upon which the child was sent from school was that he was idiotic, and not only lacked capacity for education, but also was unable to care for his own person. It is alleged by the trustee and others, that upon occasions he permitted his clothing to be disarranged, even to the exposure of his person, and that he said and did things detrimental to the interests of the school and incompatible with his continuance therein.

These allegations are stoutly denied by the father and at his instance, I directed the school commissioner having jurisdiction to take testimony touching the matter. He has taken the testimony offered by

the appellant, but his report discloses the fact that the respondent entirely failed to maintain his side of the case at such inquiry. Neither the teacher nor any one else was produced before the commissioner to give testimony touching the matter. I observe, however, that two or three witnesses who had previously made affidavits on the side of the respondent, were produced by the appellant before the commissioner, and contradicted material parts of the affidavits which they had previously made, stating that such affidavits were read to them by the father of the teacher, and that either he did not read them as written, or that they did not understand them to that effect. These discrepancies are not at all explained by the respondent, and it must be said that they materially weaken his case.

I have read all the allegations of the parties, and all of the testimony taken before the school commissioner, with much care. From all of the statements made, I conclude the fact to be that the boy in question, who is now 11 years of age, is of weak physical and mental organization, and has been of no little trouble and annoyance to the teacher. Yet, but one instance is set forth by her when his conduct was subversive of the good order and decorum of the school-room, and touching that occasion, it occurs to me that more may have been said than was justified. No less than three persons who have previously taught the school, and of unquestioned credibility, state that the boy was in the school while they had charge of it, and that they not only suffered no severe annoyance or inconvenience because of his presence, but that they considered him capable of receiving an education, and that they believed that he had made some progress in that direction.

I suppose the true rule touching such a case is that the child should be permitted to attend the school unless his presence is obnoxious to others, and unless he is so weak minded as to be incapable of caring for himself and receiving the elements of an education. The school ought to help this boy if it can do so without detriment to the interests of other pupils. Not the mere pleasure or convenience of the teacher is to be considered, but the efficiency and success of the school. Although he may be the occasion of some annoyance, and of a little unusual care and attention, he should be permitted to continue in the school unless his presence there will injure it.

Applying this view to the facts in this particular case, I can not resist the conclusion that it is my duty to direct the trustee to again receive the boy into the school.

The appeal is sustained, and it is so ordered.

No. 3892.

In the Matter of the Appeal of FRANK V. HINMAN v. WILLIAM CAYWOOD,
Trustee of School District No. 2, Town of Erin, County of Chemung.

Arranging a period of vacation by a trustee so as to avoid the payment of wages to a teacher during the week of a teachers' institute, and which the teacher duly attended is contrary to the statute. *Held*, that the trustee shall allow the teacher the week and pay accordingly.

(Decided July 24, 1890.)

The appellant, a duly qualified teacher, alleges that he was employed by the respondent to fill out an unexpired term of ten

weeks, as teacher in school district No. 2, of the town of Erin, Chemung county.

The respondent alleges that the contract was for eight weeks and that a vacation of two weeks was to occur during such time.

The only point at issue is whether the appellant is entitled to pay for the week the institute was held in the commissioner district of which this district forms a part, and the sessions of which institute the appellant attended.

The undisputed facts are that appellant commenced to teach November 11, 1889, and taught seven weeks, closing December twenty-seventh, when the trustee ordered a vacation of two weeks, and school was closed accordingly. The second week of the vacation the institute was held, commencing January sixth. Subsequently the appellant taught two weeks commencing January twentieth, having been prevented from resuming school one week earlier by illness.

The claim of the respondent is that the institute having been held during the two weeks of vacation, the teacher is not entitled to pay for the same.

Whether or not the vacation period was fixed by the trustee to avoid the law which gives to teachers pay for institute week when it occurs in their time, I cannot determine, but I am impressed with the idea that it was.

Any such subterfuge is contrary to the policy and spirit of the law. The holiday vacation is usual in many districts, and allowing the holiday week, the week of the institute commencing January 6, 1890, would be within the eight weeks the trustee claims the contract was for. Inasmuch as the district is allowed the same aggregate attendance for the week the school is closed during an institute, as was the average aggregate attendance of pupils during the remainder of the term, upon which public money is apportioned to school districts, I am of the opinion that, upon the facts before me, the teacher should be allowed the week commencing January sixth, in which he attended the institute, and receive pay therefor at the stipulated sum.

The appeal is sustained, and the trustee is hereby directed to issue an order for the amount so due to the appellant.

No. 3893.

In the Matter of the Appeal of THOMAS G. PARSONS and MARY B. PARSONS
v. WILLIAM J. BARR, School Commissioner of Genesee County.

The setting off of lands from one district to another will be ordered by the State Superintendent when the effect will be to give the occupants of such lands school advantages which they did not possess, and when a district will not be materially weakened by such transfer, nor the symmetry of the district lines be affected.

(Decided July 24, 1890.)

Appellants are residents of school district No. 3, of the town of Batavia, Genesee county. The appellant, Mary B. Parsons, is the owner of real estate in said district. The appellants are the parents of four children of school age, three of whom are over fifteen years of age. All the children now attend and for some time past have attended the school in district No. 2, of the town of Batavia, where

appellants are required to pay for their tuition. The appellants, whose property adjoins district No. 2, and from the map of the district before me would seem naturally to belong thereto, are desirous of being set off to district No. 2. They allege that district No. 3 has taxable property to the amount of \$159,795, a sufficiently large amount of taxable property so that the district would not be materially weakened by the loss of appellants' land; that the road to be traveled to reach the school in district No. 2, is one leading to Batavia where appellants receive their mail and transact their business, while the road to the school in district No. 3 leads them away therefrom. That the school facilities in No. 3 are not adequate for children as far advanced as the appellants' children are, and that appellants are now doubly taxed for tuition, paying taxes in district No. 3, and for tuition in No. 2. It is also alleged that the school which appellants' children attend in district No. 2 is nearer to appellants' home and much easier reached. The respondent avers that the distance to district school No. 3 is about the same as to No. 2, and that a good school is usually maintained in district No. 3, and the instruction there given is sufficiently advanced for appellants' children. He alleges that the supervisor and town clerk oppose the change, and for these reasons he has declined to make the order.

I have reached a conclusion in this case with some hesitation. Ordinarily, the judgment of the local school authorities will be upheld, but I feel that in this case that the educational interests of district No. 3 will not suffer, and that the symmetry of the district lines will not be affected by the transfer. The children do not attend in district No. 3, and that an unfair burden is imposed upon the appellants, is evident to me.

The appeal is sustained and the commissioner is hereby directed to make an order setting off the lands of the appellants as shown on the map filed with this appeal, from district No. 3, of the town of Batavia, to district No. 2, of the same town.

No. 3894.

In the Matter of the Appeal of H. B. HARRISON, School Commissioner of the Second Commissioner District of Steuben County, v. DeVoy BAILEY, Trustee of School District No. 2, of the Town of Troupsburgh, Steuben County.

A trustee who persistently neglects to make repairs to the school building, which are necessary, and which have been directed by the commissioner's order; *held*, a sufficient cause for his removal from office.

(Decided July 24, 1890.)

The commissioner, the above-named appellant, on or about August 6, 1889, made and issued an order directing certain repairs to be made to the school-house in school district No. 1, Troupsburgh, Steuben county. The order was duly delivered to the respondent, the trustee of said district. The order has not been obeyed and its requirements complied with.

The Department has been very lenient with the trustee. No answer to the appeal having been received, an order to show cause why the

order had not been obeyed was issued and caused to be served upon the trustee. No sufficient answer has been made thereto.

The respondent states that a district meeting will not authorize the repairs directed by the order. The trustee has been repeatedly advised that no such authorization was necessary; that the commissioner was acting within the scope of his authority, and that the statute makes it the duty of the trustee to obey his order. The repairs are necessary for the comfort of the pupils of the school and the teacher employed to instruct them.

The appeal is sustained. The respondent, DeVoy Bailey, is hereby removed from the office of trustee. If the district and the person who may be chosen trustee continue to ignore the commissioner's order public money will be withheld from the district. The order of the commissioner must be obeyed.

No. 3895.

In the Matter of the Appeal of FRED C. HODGES v. R. F. BROWN, as Trustee of School District No. 12, Town of Adams, Jefferson County.

School districts are governed by the same rule regarding the construction and maintenance of division fences, that all others owners of property are. The owners of adjoining lands if inclosed, can be required to construct one-half of the dividing fence, or contribute in that proportion toward the same.

(Decided July 26, 1890.)

At the annual school meeting held in district No. 12, town of Adams, county of Jefferson, August 6, 1889, a resolution was adopted to fence the school-house lot on three sides, and the sum of twenty-five dollars was appropriated to meet the expense thereof. The trustee has neglected to include the amount so voted in a tax list and has neglected to cause the fence to be constructed.

No answer has been interposed. The trustee, however, makes certain requests to find, in determining the appeal, viz.:

First. Is a tax to raise money to build a fence around a school lot, legal, when the site has never been inclosed?

Second. If such a tax is legal, is the trustee required to build the entire fence or only one-half thereof?

Appellant asks that the trustee be required to carry out the directions of the district meeting.

The allegations of the appellant, not being denied, are presumed to be admitted. The item voted at the annual meeting is perfectly legitimate.

Upon the second request to find of the trustee, my decision is that school districts are governed by the same law in regard to division fences between the school lot and adjoining owners as are all other property owners.

The owners of adjoining lands, if inclosed, can be required to construct one-half of the dividing fence, or contribute toward the same, and it is the duty of the trustee to see that the rights of the district in this respect are protected. Because a fixed sum has been voted, it would not necessarily follow that the entire amount must be expended. The trustee is to expend so much thereof as may be necessary.

The appeal is sustained.

No. 3896.

In the Matter of the Appeal of PORTER GREEN v. SCHOOL DISTRICT No. 9
OF THE TOWN OF ADAMS, JEFFERSON COUNTY.

A trustee's refusal to serve creates a vacancy which a district meeting can declare and fill. Failure to give notice of a special meeting to every elector, unless willful, is not alone sufficient ground for declaring the proceedings of meeting void. Service of notice of a district meeting upon persons who observe the seventh day of the week as their Sabbath is not an illegal service.

(Decided July 29, 1890.)

Appellant claims that he is the sole trustee of school district No. 9, of the town of Adams, Jefferson county, having been chosen to such position to fill an alleged vacancy at a special meeting held March 11, 1890. It appears that one, Gamaliel Thomas, also claims to be the sole trustee of said district, having been chosen to fill an alleged vacancy at a special meeting held February 27, 1890.

There is no serious dispute about the facts in this case. At the annual school meeting one Joseph J. Williams was elected trustee. Some time in February, and previous to the twenty-second day thereof, said Williams refused to perform the duties of trustee any longer. Discovering that he was liable to a penalty for so refusing, and believing that he would avoid any penalty by tendering his resignation to the supervisor of the town and securing its acceptance by said official, he resigned, and the supervisor accepted the same, which resignation was filed with the district clerk. Said Williams then advised the clerk to call a special meeting to fill the vacancy, preparing the notice himself and the meeting of February twenty-seventh was called and notice thereof given. At the meeting at which six voters were present, Gamaliel Thomas was chosen trustee. Subsequently, the former trustee, Mr. Williams, learned that the supervisor did not possess the power to accept his resignation, he then resigned to the school commissioner by whom his resignation was accepted. Thereupon, another special meeting was called and held on the 11th day of March 1890, at which the appellant was chosen trustee, sixteen voters being present.

Fortunately no complication can arise over the selection of a teacher, as the person employed by Mr. Thomas has been employed by Mr. Green as teacher. The appellant claims that the meeting at which Mr. Thomas was chosen trustee should not be sustained for the following reasons:

First. There was then no vacancy in the office of trustee, the resignation to the supervisor being inoperative.

Second. That notice was not given of the meeting to all the voters.

Third. Service upon persons known as Seventh Day Baptists, on Saturday, was illegal.

Fourth. That the school commissioner had advised some of the voters that no vacancy existed in the office of trustee at the time of the meeting of February twenty-seventh, and in consequence, some voters did not attend the meeting.

It was conceded that the appellant was not a voter in the district at the time of the February meeting, and while the respondent alleges that he is not now a voter, the evidence seems to establish the fact that he is and was at the time of the March meeting.

From the evidence presented, I am satisfied that a vacancy existed in the office of trustee at the time of the calling of the meeting of February twenty-seventh. A vacancy may be created by a refusal to serve. The trustee chosen at the annual meeting had refused to serve and so notified the district clerk, and filed with him his resignation, and requested him to call a meeting to fill the vacancy. The acceptance of the resignation by the supervisor was, of course, a nullity, and the former trustee was not thereby absolved from liability for the penalty.

I am clearly of the opinion that a vacancy had been created which a legally called meeting of the voters could fill.

This brings me to the objections that all the voters were not notified of the meeting, and that service upon some was upon a day observed as a holy day, and therefore illegal. The district clerk swears that the first meeting was called, and notice thereof in the same manner as the March meeting was given.

It is conceded that some of the women voters were not notified of either meeting. The clerk claims that he was not aware that certain women whom he did not notify were voters. He notified all women who were taxpayers.

There is also some dispute about the right of one or two men in the district to notice, but I do not understand that any legal voters claim not to have attended the meeting for want of notice thereof.

Women seem to have never attended school meetings in this district, and none were present at either meeting in question. It is not pretended that the omission to give notice to every elector was intentional or willful. Failure to give notice to every voter is not alone a sufficient ground to disturb the proceedings of a meeting. It must further appear either that the omission was willful, or that persons who would have attended were absent through ignorance of the call, and that a sufficient number were so absent to have changed the result of the meeting, if in attendance.

This I do not find to be the case.

Service of the notice of the meeting upon persons who observed the seventh day of the week as the Sabbath was not void. The appellant certainly can not be aggrieved by such service, as he was not then a resident of the district.

The other objection that some person or persons were advised by the commissioner that no vacancy existed, and were induced to remain away from the meeting by such advice, is not a sufficient ground to set aside the action of the meeting.

Reaching these conclusions, it is unnecessary to consider the action of the meeting of March eleventh, and it follows that the election of Gamaliel Thomas as trustee must be upheld, and the appeal overruled.

No. 3897.

In the Matter of the Appeal of ALONZO KNOWLES v. DEWITT A. MARION,
Trustee of School District No. 13, of the Town of Van Etten, County
of Chemung.

It is not only against public policy, but it is a direct violation of law for a school district trustee to engage in district work for which he is to receive compensation. A claim for such service can not be allowed.

(Decided July 29, 1890.)

The school commissioner of Chemung county made an order, as he was empowered to do by statute, directing the respondent, the trustee of school district No. 13, town of Van Etten, county of Chemung, to make certain repairs, specified therein, to the school-house in said district. The trustee procured the materials necessary to comply with such order, employed mechanics and others to do the work and labor necessary, and caused the school-house to be repaired. The appellant asks that the trustee be removed from the office he holds, upon the following grounds, viz.:

First. That the work above mentioned was not properly done, that the floor was not properly laid, the siding put on in an unworkman-like manner, an abutment was not laid up with proper material; that the main door is so hung that it can not be closed; and generally, that the repairs are not worth the sum charged — in fact, not worth the cost of the material used.

Second. That the trustee has appropriated to his own use several pounds of nails purchased for the district, and several of the old sashes which were removed from the building.

Third. He is charged with doing work himself upon the building for which he has made a charge against the district.

Fourth. When work was completed, he neglected to call a district meeting when requested by a reasonable number of inhabitants.

Numerous affidavits are presented of residents and others to substantiate the charges.

The trustee, in answer to these charges, insists that the work has been properly and expeditiously done, and the material furnished and the work done was reasonably worth the sum charged therefor, namely, \$125. The trustee is supported in his defense by affidavits of residents of the district and neighborhood, including the principal contractor.

The respondent denies that he has appropriated any property of the district to his own use. He alleges that several pounds of nails, which were not used upon the work, were sold to another at the cost price and the district credited therefor by the person from whom they were purchased. The sashes, he states, were not of any particular value, having been in use in the school-house thirty years, and that the commissioner valued all seven at one dollar; that he sold three of the seven to his mother for one dollar and five cents, who used them in a barn.

He admits that he worked upon the building three days of ten hours each, at the request of the workman in charge, for which he charged at the rate of nine shillings per day, and was not then aware that he was committing any impropriety, or violating any law by so

doing, and is now ready and willing to make any restitution the Department may direct.

The respondent admits that he did not call a special meeting of the district as requested, and in justification states that he consulted the school commissioner, and was advised by him that a meeting for the purpose requested was unnecessary, as the liability of the district was already established.

The value of the evidence of at least two of the appellant's witnesses is considerably shaken by affidavits presented by the respondent, and the allegation that the repairs made are not worth as much as the material used, actually cost is, to say the least, quite remarkable. The proof shows that the man who had charge of the work was an experienced carpenter, and had done similar work and given satisfaction. I am not able to find, from the conflicting evidence before me, that the work was not done in a substantial and skillful manner. I am convinced, from the proof before me, that the trustee has acted in good faith in carrying out the directions of the commissioner.

The charge of appropriating nails and sashes is sufficiently answered and disproved. The trustee, however, is at fault for becoming interested in the work as an employé and making a charge therefor, however small. I do not consider his charge at all unreasonable, but he being the representative of the district, and the officer to pass upon the work done and its sufficiency, it is not only against public policy, but a direct violation of law, for such an officer to receive compensation from his district. This claim the trustee must waive, or, if he has been compensated, he must refund the same to the district, or he will be liable to prosecution therefor.

The most serious charge, to my mind, is the refusal to call a special meeting, as requested by a reasonable number of the inhabitants, to consider the work done for the district. Although the order of the commissioner made it obligatory upon the trustee to make the repairs, and when made the district became liable for the expense thereof, still the legal voters of the district were entitled to a report from the trustee, both as to the nature of the repairs and cost thereof, and to a meeting to secure the same.

However, the advice of the commissioner that a meeting was unnecessary was some justification of the trustee's refusal. The trustee is directed to make a complete and detailed report of the work done upon the school-house, the cost of material used and labor performed, at the annual meeting to be held on the 5th proximo.

I do not deem the charges established sufficient upon which to grant the relief asked for, and the appeal is therefore overruled.

No. 3898.

In the Matter of the Appeal of CATHARINE L. VALENTINE v. THE BOARD OF EDUCATION OF THE CITY OF BROOKLYN.

The authority of a board of education to transfer a teacher in its employ from one position to another, where there is no reduction of compensation, and which shall seem to such board calculated to promote the efficiency of the schools in its charge, upheld.

(Decided August 2, 1890.)

In 1868, the appellant was appointed a class teacher in public school No. 34 of the city of Brooklyn, and about the 1st of September, 1881, she was appointed head of the intermediate department in said school. Previous to March, 1889, she was absent from her work for a period of more than two years in consequence of sickness. This absence was by the leave of the board. On the 7th of March, 1889, she resumed her position and occupied it until the summer vacation. In November, 1889, she was absent from her work for several days, by further sickness. On the 14th of November, 1889, she received a letter from the chairman of the local committee having charge of her school, advising her that it had been decided by a unanimous vote of that committee, to transfer her from the position of head of the department to the second primary grade. This letter was very kind in its allusions to her, advising her that she was being transferred to a position where she would receive the highest pay in the department, and which would call for the least expenditure of strength. The appellant declined to accept this transfer, or to enter upon the new position assigned her. She appealed to the board of education. The matter was investigated by the teachers' committee of the board which sanctioned the action of the local committee. The report of the teachers' committee was approved by the board of education. The appellant still refused to accept the transfer. The matter was again considered by the teachers' committee of the board of education, and the committee reported, recommending that she be dismissed from the service of the board in consequence of such refusal. The board adopted the report. From such action this appeal is taken.

I can entertain no doubt of the authority of the board of education to transfer teachers in its employ from one position to another in any way which shall seem to such board best calculated to promote the efficiency of the schools in its charge. Nothing appears in the papers presented to indicate that the respondent in the present case did not act upon a clear conviction of duty, and for the purpose of advancing the best interests of the school.

I must add, moreover, that it seems to have acted with deliberation, patience, and with great consideration for the circumstances and feeling of the appellant. It is much to be regretted that she could not accept the same gracefully and in the same spirit.

The appeal must be dismissed.

No. 3899.

In the Matter of the Application of CHARLES MELIUS and others v. GEORGE H. CURREEN, D. OSCAR DENNISON and GEORGE H. BURCH, as Members of the Board of Trustees of School District No. 1, of the Towns of Greenbush and East Greenbush, County of Rensselaer. ☞

A meeting for the purpose of determining whether a union free school should be established in a school district, was attended with much disorder and unparliamentary proceedings. A subsequent meeting immediately followed, at which it was decided to establish a union free school. Evidence was produced that about 200 persons present at the time fixed for the meeting were opposed to the change, while but ninety favored the change. *Held*, that it being clearly demonstrated that the change was opposed by a large majority, the action of the minority can not be upheld.

(Decided August 5, 1890.)

B. Frank Chadsey, for appellants.

Robert G. Scherer, for respondents.

For a year or more there has been much controversy in the district above named concerning the organization of a union free school district, and the matter has previously been presented to the department. By direction of the Superintendent a special meeting was held on the evening of July fourteenth last to determine the question. Two meetings are alleged to have been held upon that evening. The first one decided against the formation of a union free school district, the friends of the proposition claiming that they were clearly in the majority, and that the will of the majority was thwarted and defeated by the trustees of the district as at present constituted and their adherents, proceeded to organize a second meeting after the adjournment of the first one, and at such meeting it was determined by a nearly unanimous vote, to establish a union free school. This meeting then proceeded to elect nine trustees of such union free school district. The appellants were elected trustees. As such, they have demanded of the old board of trustees that all property of the district in their hands be delivered to the new board. The old board has refused to so deliver.

This proceeding is an application to the department to require them to deliver all property of the district to the new board.

The determination of this application must turn upon the question as to whether the proceedings of the second meeting above referred to could be upheld. Because of the long agitation of the subject and the near proximity of the district to the capitol, I have taken the testimony of witnesses presented by the respective parties as to the transactions of the evening of July fourteenth. Five witnesses were sworn upon each side. From this testimony, I am satisfied that the first meeting held upon that evening was characterized by boisterous conduct and confusion to so great a degree as to render any of its transactions wholly ineffectual, as a matter of law. The room was crowded. The meeting was called to order promptly on the arrival of the hour, by Mr. Dennison, one of the members of the board of trustees, who was strongly opposed to the change in the form of the district organization. He at once entertained a motion that Mr. Curreen, another one of the trustees, and likewise opposed to the change in the district organization, be made chairman. It was moved on the other side that Mr. Melius, one of the appellants, be made chairman. Mr. Dennison only put the question on the election of his associate, Mr. Curreen. There were prompt

and emphatic demands from all parts of the house for a count. He refused to recognize these, and declared Curreen elected. There was great noise and confusion. Curreen at once assumed the chair. A resolution was offered in favor of changing the form of the district organization. An amendment was proposed that the sentiment of the meeting was opposed to such a change, and had entire confidence in the old board. The chairman put this amendment to the house. There was a yell on each side, and he declared the amendment adopted, and failed to put the original motion. Immediately, the chair entertained a motion to adjourn, declared it carried and the meeting adjourned.

These proceedings occupied but a very few moments of time, and were characterized by the utmost noise and confusion. I have had no difficulty in coming to the conclusion that there was no legal force or effect in these proceedings, and that this alleged meeting must be held to be altogether inoperative and without result.

I have carefully considered the question as to whether the proceedings of the second meeting should be upheld. Much of the testimony taken upon the inquiry to which I have hereinbefore referred, was to the effect that there were something like 300 persons present in the room at the time the meeting was called for, and while the boisterous proceedings above referred to took place, and that there were only about 100 persons present at the second meeting. This scarcely looked as though a clear majority of all the qualified electors in the district who went to the meeting, were in favor of the organization of a union free school district. It was, therefore, left to the respective parties in interest to go behind the proceedings, and show by the affidavits of individual electors that they were present upon the night in question; that they were qualified electors in the district, and that they favored or opposed the proposed change in the district organization. A week was afforded for procuring these affidavits. I am now presented with the affidavits of more than 200 persons who swear that they are qualified electors in the district; that they were present at the meeting, and that they opposed the change. I am likewise presented with the affidavits of ninety persons, that they were qualified electors, were present at the meeting and favored the change. Each side has been allowed twenty-four hours to scrutinize the names presented by the other, and to show that there was false swearing, if such was the case. While each side objects to a few names, perhaps six or eight, presented by the other, there is no valid explanation offered for the marked disparity in numbers. I am, therefore, obliged to conclude that a decided majority of the electors present upon the night in question were opposed to the organization of a union free school district, and have to regret that they did not see the importance of securing an expression of their opinions in an orderly and valid manner.

The second meeting could be upheld only upon the ground that it was made to appear that a decided majority of all electors who attempted to attend the school meeting were in favor of the change, and that their purposes were thwarted and overthrown by unseemly and unlawful conduct. The burden of proof upon this question was clearly upon the appellants. They must show it affirmatively in order to succeed. This they have not been able to do.

It follows that the application must be denied.

No. 3902.

In the Matter of the Appeal of JOHN PRENTICE v. JACOB FARNER,
Trustee of District No. 8, of the Town of Concord, County of Erie.

To overturn the declared result of an election for trustee, the burthen of proof is upon the appellant.

(Decided August 26, 1890.)

This appeal is brought to determine who was elected trustee in school district No. 8, of the town of Concord, in the county of Erie, at the last annual school meeting. There were but two candidates, namely, John Prentice and Jacob Farner.

The meeting seems to have been duly organized, and conducted with decorum. Upon a ballot being taken for trustee, fifteen votes were cast. A teller represented each of the parties in interest. After receiving and counting the votes, the tellers reported that Mr. Prentice had received seven votes and Mr. Farner eight votes, and the latter was declared elected. Subsequently a question was raised about the correctness of the count, and there was considerable confusion, in the midst of which one of the parties seems to have left the meeting. A motion to reconsider the ballot was adopted, and subsequently Mr. Prentice was elected, receiving nine votes.

I have read all of the statements of the parties carefully. They are very conflicting and contradictory. I am unable to explain the conflicting statements, but the burden of proof is upon the appellant. To overturn or set aside the election of Mr. Farner, it is upon the appellant to show by overwhelming proof that the result was attained through fraud. This he fails to do. The papers show that at least two or three of the voters were exceedingly illiterate, and are scarcely able to write their names. This is true of one who claims that he voted for Prentice, but who, it is shown, promised to vote for Farner just prior to the election, and one of the tellers swears that he examined his ballot, and that it was for Farner. It is possible that this voter did not understand what he was doing. In any event, I do not feel justified in setting aside the election.

The appeal is dismissed.

No. 3903.

In the Matter of the Appeal of J. P. O'BRYAN and others v. DISTRICT
No. 1, TOWN OF ASHLAND, COUNTY OF CHEMUNG.

Evidence that illegal votes were cast at an election for trustee is not of itself a sufficient cause for setting aside the declared result. The rule is well settled that it must be made clear that the election was brought about by such illegal votes.

(Decided August 28, 1890.)

This appeal is brought for the purpose of determining who was elected trustee in the above-named district at the last annual school meeting. There were two candidates, namely, R. M. Losey and G. S. Hunter. On an informal ballot, Losey received seventy-one, and Hunter fifty-eight votes. On a formal ballot, the former received sixty-two votes, and the latter sixty votes. Mr. Losey was declared elected.

Now the appellants bring their appeal, and ask to have this result set aside upon the ground that persons voted who were not entitled to. They allege that Mrs. W. Colwell, James Marsh, Mr. G. E. Wood, Philip Cooner, Mrs. F. Warren, Mrs. H. F. Dewey voted at the meeting, although they were not qualified electors at school meetings.

Even if it were granted that the persons named were not entitled to vote, it would be necessary for the appellants to show that a sufficient number had not only voted at the election, but had voted for Mr. Losey to have changed the result before the declared result could be set aside.

This principle has been held by this Department for many years in innumerable cases. It is not alleged, and it is not proven by appellants, that the persons named voted for the successful candidate. This would of itself be fatal to their case. But competent proof is offered that four of the persons named are duly qualified. It is admitted that Mr. Marsh is not qualified. It is also admitted that Philip Cooner is not qualified, but his affidavit is presented in which he swears that he voted for Mr. Hunter.

Thus it is clear that no sufficient ground is alleged, and the facts as proved are not sufficient to justify me in setting aside the election.

It follows that the appeal must be dismissed.

No. 3904.

In the Appeal of BERNARD DONEL and others v. EZRA B. KNAPP, School Commissioner of the Second Commissioner District of Onondaga County.

Appeal from a commissioner's order consolidating school districts, the effect of consolidation being to greatly inconvenience children who would become patrons of the school. A majority of the electors of one of the districts is clearly opposed to consolidation, the districts affected by the order each being sufficiently strong to maintain proper schools. Appeal sustained.

(Decided August 29, 1890.)

This is an appeal from an order made by the school commissioner on the 24th day of July, 1890, consolidating school districts numbered 2 and 3, of the town of Tully. The order was made upon the consent of the sole trustee in each district. The prevalent opinion in district No. 3 is evidently averse to the consolidation. It seems that a meeting of the residents of this district was held on the ninth day of June, for the purpose of getting an expression of the feeling in the district touching the matter. Upon a vote being taken at such meeting thirteen declared themselves in favor of the consolidation and thirty-one against the same. The principal reason alleged by the appellants in support of their appeal is that their children will have to go much farther to school. It is admitted on all sides that they would certainly have to go a half mile farther than at present, and that in some instances children would have to go two miles and a half to reach the school in district No. 2.

Both districts are reasonably strong both in the number of residents and in the value of property. No. 2 is much the stronger. The number of children attending school in this district last year was

122, and the assessable valuation was \$342,500. The number of pupils registered in No. 3 last year was twenty-nine, and the assessable valuation \$78,900. Thus at present, No. 2 stands in no need of the annexation of No. 3, and it seems to me that No. 3 is sufficiently strong to maintain proper school accommodations. This being so, I think it follows that the question upon the desire of the majority of the residents of district No. 3, so far as there has been any expression of the desire of such majority, has been opposed to the consolidation or annexation. It seems to me advisable, therefore, that the order of the commissioner should not be upheld.

I observe in the papers some statements to the effect that the school-house in district No. 3 is not in a suitable state of repair. While the result of my deliberation upon the matter will be to continue district No. 3 as at present constituted, it must be borne in mind by the residents of such district, that in case they fail to maintain a school-house in suitable condition for a public school, and to maintain a school which will meet the needs of all the residents of the district, an order such as that to which they now so strenuously object, will of necessity be made sooner or later.

The appeal is sustained.

No. 3905.

In the Matter of the Appeal of W. A. CLEVELAND v. THE TRUSTEES OF DISTRICT No. 3, MIDDLETOWN AND SOUTHFIELD, IN THE COUNTY OF RICHMOND.

Refusal of trustees to call a special meeting when requested, sustained, when it is made to appear that the trustees are acting in good faith, and no apparent benefit would come to the district by such meeting.

(Decided September 5, 1890.)

A new school-house is now in process of erection in the above-named district. The appellant is a builder by occupation, and with other builders submitted proposals in July last for the construction of such building. He was not the lowest bidder and the contract was awarded to another. Since that time he has raised objections to the size and character of the school building to be erected, and has demanded that a special meeting of the district be held to consider the matter. This appeal is from the refusal of the trustees to call a special meeting.

This Department will ordinarily require trustees to call a special meeting in a school district, where there seems to be any general desire for such a meeting. Even where a respectable minority in the district makes known a desire for a special meeting it should be accorded, unless circumstances are such as to justify the belief that the persons demanding a meeting are not altogether disinterested or well disposed. It is true that the appellant in this case, with several others, requested that a meeting be called. Some of those who joined with him in this request have since withdrawn their request. At the annual school meeting, held August sixth, the appellant made a statement to the meeting, setting forth his complaint for grievances, but no action was taken. I have carefully examined the records of

the proceedings of the trustees touching the work in hand. It seems to me that they have proceeded with due deliberation and much caution. The plans of the building were submitted to no less than six builders who presented proposals. Time was taken for investigating the business qualifications and financial standing of the lowest bidder. When satisfied of his responsibility the contract was awarded to the lowest bidder. I am unable to see why the trustees have not exercised every care in the discharge of their duties. The building is now in process of erection, except that a stay of proceedings, granted on the fourth day of August last, was granted. I find no sufficient ground for further interrupting the work of the trustees. Indeed, there would seem to be every reason why it should be facilitated. The appeal is dismissed and the stay of proceedings heretofore granted is revoked and set aside.

No. 3906.

In the Matter of the Appeal of GEORGE E. SOPER v. SCHOOL DISTRICT
No. 5, OF THE TOWN OF SMITHTOWN, IN THE COUNTY OF SUFFOLK.

Land to be leased for school district purposes must be clearly described so as to guide the trustee in carrying out the intent of the district meeting. Failure to so describe held sufficient ground for setting aside the action of the meeting.

(Decided September 8, 1890.)

At a special meeting held in the above-named district on the 20th day of May, 1890, it was assumed by the meeting to lease one-half acre of land adjoining the present school-house site for an indefinite term, at a nominal rent of one dollar per year. The half acre referred to was not described by metes and bounds, and the vote upon the proposition was not taken by calling and recording the ayes and noes. The appellant objects to this proceeding and brings his appeal for the purpose of determining its legality. Numerous residents of the district answer the appeal and strenuously uphold the proceeding.

The law does not favor the leasing of lands for school-house purposes by common school districts. Without holding that the action of this meeting amounted to a change in their school-house site, and that it could only be effected by the taking and recording of the ayes and noes upon a resolution specifically describing the land by metes and bounds, I still have no hesitation in arriving at the conclusion that the action of the meeting in this case ought not to be upheld. The action of the meeting does not even locate the land which it has proposed to lease upon one side or the other of the school building. The trustee is to be guided by the action of the district meeting, and from such action it is impossible for him to determine the land of which he has official care and control. I think this is a fatal defect. If the district proposes to lease land in this manner it must clearly indicate in its action the location and boundaries of the parcel leased, and the length of time for which the lease is to run.

From these considerations it follows that the appeal must be sustained and the action appealed from set aside.

No. 3907.

In the Matter of the Appeal of ALFRED T. BORTLE and JACOB P. LANSING v. THE TRUSTEES OF SCHOOL DISTRICT No. 11, TOWN OF SCHODACK, RENSSELAER COUNTY.

A trustee having placed himself in an equivocal position as between the district whose interests he should protect, and a contractor engaged in building for the district, by accepting employment from the contractor upon such work, removed from office.

(Decided September 10, 1890.)

Appeal to restrain trustees of district No. 11, town of Schodack, Rensselaer county, from the further prosecution of the work of building a school-house in said district, and for the removal of James Benner, one of the trustees, from office.

The ground upon which an order to restrain is asked for, is that the work is not being carried on as required by the plans and specifications adopted.

The trustee's removal is sought upon the ground that he has been employed by the contractor, and is doing work for him as a laborer or carpenter upon the school building, thereby placing himself in an equivocal position as between the district whose interests he should guard, and the contractor by whom he is employed.

Having carefully considered the pleadings filed, and after hearing the appellant and counsel for the respondent, I have concluded to defer a final determination of all the issues raised until the completion of the building in question. I make, however, the following preliminary determination and order:

First. I deny the application for an order to enjoin the prosecution of the work.

Second. I hereby remove the trustee, James Benner, from office, it having been conceded that he is engaged at work upon the school-house, under employment from the contractor. I do this among other reasons, in order that a trustee may be selected by the legal voters of the district if they will, who is in no manner associated with the contractor in the performance of his contract, and who will guard and protect the interests of the people.

I do hereby enjoin the trustees of said district from issuing any further order to the contractor or his assignees for work done or to be done upon the contract, for building said school-house, and the collector of said district from disbursing any district money upon orders to the contractor or his assignees upon said contract, until ten days after the completion of said contract, and the acceptance of the building by the trustees, in order that any legal voter of the district, believing that the contract has not been complied with, may have a reasonable opportunity to call the attention of the Department thereto.

No. 3908.

In the Matter of the Appeal of JOHN R. ARCHIBALD and others v. SCHOOL DISTRICT No. 4, IN THE TOWN OF PORTVILLE, IN THE COUNTY OF CATTARAUGUS.

Failure to give public notice of the time and place for holding the annual school meeting would not vitiate the proceedings of the meeting.

(Decided September 18, 1890.)

This appeal is brought to set aside the action of the last annual school meeting, on the ground of irregularity in proceedings. It is alleged that there was no sufficient notice given of the meeting, and that votes were cast for trustee and collector by persons who were not entitled to vote, and that the person elected collector of the district was not eligible to the office.

As it was the annual school meeting, failure to give notice would not vitiate its proceedings. I have examined the papers, and find that the allegation that persons voted who were not entitled to vote, is not well sustained. It was alleged that eight persons not qualified to vote participated in the election of trustee. This certainly was not the fact. It is not shown that enough illegal votes were cast to change the result. It is admitted that the collector who was elected was not eligible to the office. There is not enough in the case to justify me in sustaining the appeal. It is dismissed.

No. 3909.

In the Matter of the Appeal of DEETTE ADSIT from the Proceedings of the Annual School Meeting, held in School District No. 5, Towns of Hanover and Sheridan, County of Chautauqua.

The Department must not be expected to grant relief to persons who, through their own neglect or indifference, do not attend school meetings until long after the hour designated.

(Decided September 22, 1890.)

Appeal from the proceedings of the annual meeting, held August 5, last, in school district No. 5, of the towns of Hanover and Sheridan in the county of Chautauqua.

The appellant alleges that the custom in the district has been to hold the annual meeting at 8 o'clock p. m.; that on this occasion the meeting was held at about 7 o'clock, in consequence of which but three voters were in attendance, and at which the respondent was chosen trustee, with the several other officers. Some evidence is presented of persons intending to be present at the meeting, that the meeting was held before 7.30 o'clock.

The respondent shows by the affidavits of all three of the persons who participated in the meeting that the organization was not perfected until nearly 8 o'clock, and the meeting was not concluded until after that hour. It does not appear that notice of the meeting was given. The law designates the hour, 7.30 o'clock p. m. Each side of the controversy presents a communication signed by about an equal number of

alleged voters favoring one side or the other, the respondent, with those who actually attended the meeting, showing the greatest number.

But this informal way of testing the question is not at all concluding. If I were convinced that any undue haste characterized the meeting, and it occurred before the legal hour of meeting, I should sustain the appeal, but such does not seem to be the fact.

Electors who do present themselves at school meetings upon time are not expected to be subjected to unnecessary delay to accommodate persons who are so dilatory or indifferent as to attend meetings more than a half hour after the designated time. Such persons come to the Department and expect relief for their own neglect. I do not feel warranted in granting it.

The appeal is overruled.

No. 3910.

In the Matter of the Appeal of JOHN VAN BUREN, from the Proceedings of the Annual School Meeting, held in District No. 12, of the Town of Volney, County of Oswego.

A chairman of a district meeting, if he is a qualified voter, is entitled to vote when a ballot is taken upon any question before the meeting. He has no right to vote after the result has been ascertained, for the purpose of breaking a tie vote.

(Decided September 23, 1890.)

Mead, Stranahan & Spencer, for appellant.

Piper & Rice, for respondent.

At the annual school election for trustee, held in district No. 12, of the town of Volney, Oswego county, the voting was by ballot. There were two candidates voted for. The ballot resulted in a tie vote whereupon the chairman voted for one of the candidates, the respondent herein, and declared him elected. From this result this appeal is taken. The chairman of the meeting, if he was a qualified elector of the district, was entitled to one vote upon the question, but that vote should have been cast when the vote was being received, and before the poll was closed, the ballots counted, and the result ascertained. Whether he voted at that time, and then again, to break the tie, does not appear, but in any event, his ballot or vote after the result, was ascertained, was improper. It follows that there was no choice of trustee.

The appeal is sustained. The district clerk will forthwith give notice of a special meeting to be held for the selection of a trustee.

No. 3911.

In the Matter of the Appeal of GEORGE C. TREDWELL and others v. THE BOARD OF EDUCATION OF UNION FREE SCHOOL DISTRICT No. 21, OF THE TOWN OF HEMPSTEAD, IN THE COUNTY OF QUEENS.

Proceedings of a special meeting held in a union free school district at which a resolution was adopted to erect a new school building, and to authorize the borrowing of money therefor, to be paid in installments, when statute has not been complied with, can not be sustained.

(Decided September 23, 1890.)

Charles Bradshaw, for appellant.

A special meeting of the electors of Union Free School District No. 21, of the town of Hempstead, was called for and held July 7, 1890, at which a resolution was adopted to erect a new school building, and the board of education were authorized to borrow the sum of \$18,000, to be paid in installments.

Appellant alleges that the notice for such meeting did not comply with the statute in the following particulars:

First. It did not specify the amount which was voted at the meeting, or the object thereof.

Second. The notice was not published in a newspaper published in the district, once in each week for four weeks.

The notice was as follows:

“ROCKVILLE CENTRE, *June 20, 1890.*

“*To whom it may concern:*

“Notice is hereby given to the inhabitants of Union Free School District No. 21, town of Hempstead, county of Queens, State of New York, that a special school meeting will be held in the school-house of said district, on Monday, July 7, 1890, at 8 o'clock, p. m., for the purpose of voting for or against the erection of a new school building, raising the funds for the payment thereof by issuing bonds running from five to thirty years, and providing for the redemption of said bonds and payment of interest by a tax upon the taxable property of the district.

“(Signed,) W. H. CONNELL,
“*Acting Clerk of the District.*”

No answer has been interposed, and the irregularities are therefore conceded.

The appeal is sustained, and the proceedings of the meetings above referred to are set aside and declared of no effect.

No. 3912.

In the Matter of the Appeal of PETER GIBNEY and others v. MICHAEL LYNCH, as Trustee of School District No. 3, of the Town of Minerva, County of Essex.

A new election for trustee ordered, where no proper opportunity was given voters present at an annual meeting to express their choice.

(Decided September 23, 1890.)

No proper opportunity was given the electors present at the annual school meeting held in district No. 3, of the town of Minerva, Essex county, to express their preference for trustee. The respondent claims to have been chosen to that office by a *viva voce* vote, in which it is conceded that one person participated and voted in the affirmative. The appellant alleges that, upon a ballot being subsequently taken, he received four votes, none being cast in the negative. Each claimant to the office has adherents, but the voting was conducted in such a manner that quite a number of the electors present did not participate.

When more than one candidate is named for a school office, there should be a vote taken either by ballot, by dividing the house, or by calling the roll and recording the vote, as announced by each voter. I am convinced that, in this case, a new election of trustee should be ordered. The appeal is therefore sustained, and the election of trustee held August 5th, last, is set aside.

The district clerk is hereby directed to give forthwith notice of a special meeting for the purpose of electing a trustee.

An examination of the appellants' pleadings and supporting affidavits, reveals the fact that the appellant subscribes papers by making his mark. There may be some reason for this, other than his illiteracy. The duties of a school trustee are such that a person who is so devoid of education as to be unable to read and write, can not successfully fill the office, and a person unable to perform the duties of the office will not be upheld in so responsible a position.

The electors should select a competent person as trustee.

No. 3913.

In the Matter of the Appeal of B. F. PRESLEY v. SCHOOL DISTRICT No. 16 OF THE TOWN OF SANDY CREEK, COUNTY OF OSWEGO.

Upon appeal from an election of trustee, the person who seeks to impeach the result must clearly establish facts which would warrant interference. When the evidence is contradictory and evenly balanced, the appeal will not be sustained.

(Decided September 25, 1890.)

Eudelle Bartlett, for appellant.

J. Lyman Bulkley, for respondent.

This appeal is brought to overturn the alleged election of E. R. Davis as trustee of the district above mentioned, at the last annual meeting. It is alleged that there were but twenty-four adult

persons at the meeting. All of these voted upon the election of trustee. It is alleged that two of them were not legal voters. The result of the ballot was announced by the tellers as fourteen votes for Davis, nine for M. L. Snyder, with three scattering.

The affidavits are contradictory as to the right of the two persons to vote. The appellant swears that he challenged these two persons, and that Mr. Davis, who was declared elected trustee, was himself chairman of the meeting, and refused to pay any heed to the challenge, and did not require the persons involved to take the usual oath. Davis swears that no challenge was presented.

It is upon the appellant to clearly prove a state of facts which would show that Davis was not legally elected, before his appeal can be sustained. The case which he makes does not satisfy my mind of that fact. It seems to be uncontradicted that there was no objection raised at the meeting to the result as announced by the tellers and declared by the chairman.

I do not think that the papers are sufficient to overturn that result. The appeal is dismissed.

EXHIBIT NO. 4.

NORMAL SCHOOLS.

1. LIST OF NORMAL SCHOOLS, WITH NAMES OF PRINCIPALS, PRESIDENTS
OF LOCAL BOARDS, SECRETARIES AND TREASURERS.
 2. REPORTS OF LOCAL BOARDS.
 3. NORMAL SCHOOL CIRCULAR.
 4. STATISTICAL TABLES.
 5. MEETING OF NORMAL PRINCIPALS — SECRETARY'S REPORT.
 6. ENTRANCE EXAMINATION QUESTIONS.
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1. LIST OF NORMAL SCHOOLS,

WITH

NAMES OF PRINCIPALS AND OFFICERS OF LOCAL BOARDS.

REVISED TO NOVEMBER 1, 1890.

ALBANY.

STATE NORMAL COLLEGE.

President..... William J. Milne, Ph. D., LL. D.

Executive Committee.

The Superintendent of Public Instruction.

Samuel B. Ward,

Marcus T. Hun.

Robert C. Pruyn.

Frederick Harris.

Secretary and Treasurer, Samuel B. Ward, M. D., Ph. D.

BROCKPORT.

Principal..... Charles D. McLean, A. M., LL. B.
President Local Board..... Eliphalet Whitney.
Secretary..... Daniel Holmes.
Treasurer..... John H. Kingsbury.

BUFFALO.

Principal..... James M. Cassety, Ph. D.
President Local Board..... Stephen M. Clement.
Secretary..... Charles A. Sweet.
Treasurer..... Pascal P. Pratt.

CORTLAND.

Principal..... James H. Hoose, A. M., Ph. D.
President Local Board..... Hon. R. Holland Duell.
Secretary..... Hon. William H. Clark.
Treasurer..... Henry Brewer.

FREDONIA.

Principal..... Francis B. Palmer, Ph. D.
President Local Board..... Hon. L. Morris.
Secretary and Treasurer..... Louis McKinstry.

GENESEO.

<i>Principal</i>	John M. Milne, A. M., Ph. D.
<i>President Local Board</i>	Hon. James Wood.
<i>Secretary</i>	William A. Brodie.
<i>Treasurer</i>	Ephraim F. Curtiss.

NEW PALTZ.

<i>Principal</i>	Frank S. Capen, A. M., Ph. D.
<i>President Local Board</i>	Hon. Albert K. Smiley.
<i>Secretary</i>	Solomon Deyo.
<i>Treasurer</i>	Charles W. Deyo.

ONEONTA.

<i>Principal</i>	James M. Milne, A. M., Ph. D.
<i>President Local Board</i>	William H. Morris.
<i>Secretary</i>	Eugene Raymond.
<i>Treasurer</i>	James Stewart.

OSWEGO.

<i>Principal</i>	Edward A. Sheldon, A. M., Ph. D.
<i>President Local Board</i>	Hon. Gilbert Mollison.
<i>Secretary</i>	John Dowdle.
<i>Treasurer</i>	Theodore Irwin.

PLATTSBURGH.

<i>Principal</i>	Fox Holden, A. M., LL. B.
<i>Secretary Local Board</i>	Hon. Alfred Guibord.
<i>Secretary</i>	E. C. Baker.
<i>Treasurer</i>	Hon. George S. Weed.

POTSDAM.

<i>Principal</i>	Thomas B. Stowell, A. M., Ph. D.
<i>President Local Board</i>	Henry Watkins.
<i>Secretary</i>	John G. McIntyre.
<i>Treasurer</i>	Hon. George Z. Erwin.

NORMAL SCHOOLS.

2. REPORTS OF LOCAL BOARDS.

STATE NORMAL COLLEGE.* ALBANY.

FIRST ANNUAL REPORT OF THE EXECUTIVE COMMITTEE OF THE STATE
NORMAL COLLEGE TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION, FOR
THE YEAR ENDING JULY 25, 1890.

To the Superintendent of Public Instruction:

The executive committee of the State Normal College at Albany herewith transmits its first annual report.

SCOPE OF THE WORK.

The Legislature of the State of New York on May 7, 1844, passed an act for the establishment of a normal school in the county of Albany. The same act appropriated a sum of money for its support, and prescribed with definiteness the character and scope of the work to be done in it. The act required that the funds be expended in providing the students in attendance with instruction in the science of education and the art of teaching, together with sufficient practice in the work of teaching children to indicate their fitness to become instructors of the young. It was expected, also, that the graduates of the Normal School would become teachers in the common schools of the State. From the beginning the instruction given in the school was chiefly academic in its character. The teachers were chosen because of their superiority as scholars rather than for their acquaintance with the most modern or most rational methods of instruction. The circulars issued by the school clearly show that the work of the instructors during the first years of its existence was largely the same as was done in the academies and high schools of the State, notwithstanding that the statute authorizing the establishment of the school by implication forbade the study of any subjects not bearing directly upon the science and art of teaching. The amount of attention paid to methods of teaching as a part of the work of the school steadily increased until, during the decade just past, every student who graduated from the school received some instruction in the proper methods of teaching the subjects he pursued. The conditions of admission to the school were so low, however, that students of very meager attainments in scholarship were permitted to enter the classes, and necessarily, therefore, a large part of the time and energy of the

* At a meeting of the Regents of the University, held March 13, 1890, the corporate name of the Albany Normal School was changed to The New York State Normal College.

teachers was spent in teaching the subjects usually taught in the union schools, academies and high schools.

The executive committee which had charge of the normal school became convinced that the efficiency of the institution could be increased very much by restricting the instruction to that which was contemplated by the Legislature at the time of the establishment of the school, and it was decided, therefore, that at the beginning of the fall term in the year 1890 a change in the conditions of admission should be made which would in a brief time make the work purely professional. Although there is a necessity at the present time for normal schools where instruction may be given in the ordinary subjects of the public schools, the committee was thoroughly convinced that there was no need for such an institution in the city of Albany; and they accordingly decided that after February, 1892, the school should devote itself to giving instruction solely in philosophy of education, methods of teaching and such other matters as bear directly and immediately upon the work of a teacher. It was also determined to extend the work in methods of teaching so as to cover all the subjects usually taught in our public schools, and to broaden the course by more extended study of the philosophy and history of education.

Aside from the fact that there was an urgent demand for such a course, it seemed necessary, in order to keep pace with the progressive spirit of the times, that the teachers should be trained to do any work in any school. While much had been done to render the instruction of little children philosophical and rational, there was no institution anywhere which offered students the privilege of fitting themselves to present the subjects studied by boys and girls who had passed beyond the elementary grades. Good and wise and effective methods had been devised to interest and inspire the youngest pupils, but nothing had been done to provide for the proper training of teachers for advanced work; and the committee, recognizing the imperative need of such a course, decided to enlarge the scope of the instruction, and provide opportunities such that teachers might be prepared to give instruction in any subject usually taught in the public schools, and thus save the children from the evils of the gross empiricism to which they had hitherto been subjected.

Another consideration also led to the adoption of the advanced course of methods of teaching. It was, perhaps, expected at the time when the normal school was established that its graduates would return to the district schools and spend years in teaching in them. Such a result was never accomplished, however. The talent and training of the students who completed the course at the normal school commanded larger remuneration than the district schools could generally afford to offer, and, consequently, a comparatively small number of the graduates of the normal school ever found their way into the district schools of the State.

The committee recognized the impossibility of ever supplying the demand of the district schools, because the number of graduates each year is so small as to furnish but a slight percentage of the rural schools with teachers; and they knew also the futility of contending with the universal law of supply and demand by attempting to keep teachers of broad scholarship, special aptness for their work, and

thorough professional training, at work in the district schools. It was plainly recognized that the district schools must secure their teachers largely from the union schools, academies and high schools, and it was deemed the part of wisdom and economy to offer a course of study here which would prepare our graduates to become the teachers and trainers of those persons in the union schools, academies and high schools, who are to become the instructors of the young in the small or sparsely-settled communities. Persons who would be competent to assume charge of that responsible work must be thorough masters of the subjects to be taught before they enter upon the study of the methods of teaching the subjects, consequently extensive attainments in scholarship were prescribed as a requirement for admission, and a complete and practical professional training and skill prescribed for graduation.

The course outlined by the committee covered so much more than any course in any similar institution, that it was deemed but proper that the students who completed it successfully should be granted some honor beyond the diploma which licenses them to teach in the public schools of the State, and, therefore, application was made to the Board of Regents of the University of the State of New York for permission to grant the pedagogical degrees of Bachelor of Pedagogy, Master of Pedagogy, and Doctor of Pedagogy. The Regents at once recognized the unusual importance of the scheme proposed, and on March 13, 1890, empowered the committee to grant the pedagogical degrees referred to, and changed the corporate name to The New York State Normal College.

The State Normal College is, therefore, established upon a strictly professional basis. Theoretical instruction in methods of teaching history and philosophy of education, and whatever else may make a teacher more useful and more successful as an instructor and disciplinarian, will be supplemented by practical experience gained in instructing and managing pupils in the class-room. Subjects as such will not be taught in the college, but the entire talent and energy of the instructors will be utilized in producing teachers who are thoroughly informed regarding the most approved methods of instruction, the philosophical basis upon which the methods rest, the development of the educational systems of the world, and who have been trained in a rational way to secure the best possible results in the school-room.

The committee feels confident that the educators of the country, and indeed all persons who have given the matter of professional instruction any careful thought, will commend most heartily this advanced movement in the training of teachers, and they are equally assured that the college will be able to render to the State a much larger return in competent teachers than under the former condition of affairs. The first class to complete any of the courses of instruction in the college will be graduated in June, 1891, and at that time several students who are graduates of literary colleges in this and other States will receive the degree of Bachelor of Pedagogy; but the college can not be restricted to purely professional work until after February, 1892, because those who entered the normal school previous to the change in the character of the institution must be allowed to complete the course they began with the hope and expectation that they might finish it.

EXECUTIVE COMMITTEE.

The executive committee, empowered by law to administer the affairs of the normal school, is continued, with the same powers and duties, to supervise the Normal College. The names of the gentlemen composing this committee are as follows:

Hon. A. S. Draper, LL. D., Superintendent of Public Instruction, chairman, *ex officio*; Samuel B. Ward, M. D., Ph. D., secretary and treasurer; Robert C. Pruyn, A. M.; Marcus T. Hun, A. M.; Frederick Harris, A. M.

THE FACULTY.

The corps of instructors is identical with that given in the last report of the normal school, except that Mrs. Sara F. Bliss has been engaged as teacher of elementary methods. Miss Anna E. Pierce has been given a leave of absence for the year, and Miss Kate Stoneman is employed at present during only one-half of each session.

The faculty is now constituted as follows:

William J. Milne, Ph. D., LL. D., President, Professor of Philosophy of Education and School Economy.

Albert N. Husted, A. M., Professor of Mathematics.

William V. Jones, A. M., Professor of Mathematics and Book-keeping.

Edward A. Burt, Professor of the Natural Sciences.

Samuel B. Belding, Professor of Vocal Music.

Miss Kate Stoneman, Teacher of Drawing and Penmanship.

Miss Mary A. McClelland, Teacher of English Grammar and History.

Miss Anna A. Farrand, Teacher of Arithmetic and Geometry.

Miss Mary F. Hyde, Teacher of Composition.

Mrs. Margaret Sullivan Mooney, Teacher of Elocution and English Literature.

Miss Anna E. Pierce, Teacher of Arithmetic and Algebra.

Miss E. Helen Hannahs, Teacher of the Natural Sciences.

Mrs. Sara F. Bliss, Teacher of Elementary Methods.

Miss Edith Bodley, Secretary.

Mrs. Meriba A. B. Kelly, Superintendent of the Model School.

Miss Lizzie Mason, Assistant in the Model School.

Miss Ida M. Isdell, Superintendent of the Kindergarten.

Miss Helen L. Sewell, Assistant in the Kindergarten.

James McTeague, Janitor.

Thomas Conroy, Engineer.

STUDENTS.

The following statement exhibits the attendance during the year ending July 25, 1890:

Term ending January, 1890.

	Males.	Females.	Total.
Seniors, second term	4	46	50
Seniors, first term	16	77	93
Juniors, second term	13	60	73
Juniors, first term	18	108	126
Kindergarten students .....	....	2	2
Total	51	293	344

<i>Term ending June, 1890.</i>	Males.	Females.	Total.
Seniors, second term	15	60	75
Seniors, first term	15	64	79
Juniors, second term.....	17	101	118
Juniors, first term.....	17	79	96
Kindergarten students.....	....	3	3
Total.....	64	307	371

The whole number of students during the year is as follows:

Normal department.....	458
Model department.....	193
Kindergarten	44
Total.....	695

The average number of students during the year has been as follows:

Normal department	312
Model department.....	128
Kindergarten	29
Total.....	469

The average age of students in the normal department at the time of entering was:

Males	20.3
Females	18.2

Graduates during school year.

	Males.	Females.	Total.
Number graduated January, 1890	4	42	46
Number graduated June, 1890	15	58	73
Total.....	19	100	119
Total from origin of the school.....	1,127	2,278	3,405

GRADUATES.

The following is a list of the persons graduated from the normal school during the year:

Students graduated January 24, 1890.

Name.	Post-office.	County.
Charlotte A. Baker	Troy	Rensselaer.
Sarah L. Baker	Lansingburgh	Rensselaer.
Harriet E. Ball.....	Troy	Rensselaer.
Mary A. Baxter.....	Port Washington	Queens.
Euretta E. Brown.....	Kinderhook	Columbia.
Ellen G. Buckley	Irvington-on-Hudson....	Westchester.
Rominda Burnett.....	Summit.....	Schoharie.
Eva A. Bush.....	Bath	Steuben.
Jennie M. Campbell	Clifton Park.....	Saratoga.
Minnie A. Clark.....	Vernon Centre	Oneida.
Sarah W. Duryea	Jamaica	Queens.
Anna Fagan	Herkimer.....	Herkimer.
Elizabeth Fagan.....	Herkimer.....	Herkimer.
Orin Q. Flint.....	Worcester	Otsego.
M. Estelle George.....	Conklingville	Saratoga.
Nora Hagadorn.....	Gilboa	Schoharie.
Laura V. Henry.....	Albany	Albany.
Ida M. Holmes.....	Rome	Oneida.
Giuletta G. Hutchinson.....	Mt. Sinai	Suffolk.
Mary F. Logan.....	Tarrytown	Westchester.
Louise A. Lounsbery.....	Randall.....	Montgomery.
Anna C. Madden.....	Scio	Allegany.
Marguerite I. McGarry.....	Albany.....	Albany.
Mary J. Mead	N. Germantown.....	Columbia.
Alida Mulder.....	New Baltimore.....	Greene.
Emma Müller.....	Albany	Albany.
Eva Nodine.....	Dobbs Ferry	Westchester.
Carrie Otto.....	Canajoharie.....	Montgomery.
Maude Paige.....	Rome	Oneida.
Helen C. Phillips.....	Waverly	Tioga.

Name.	Post-office.	County.
Esther E. Pitt	Upper Nyack.....	Rockland.
Eila Plough	Roxbury	Delaware.
Gilbert J. Raynor.....	East Moriches	Suffolk.
Jessie M. Reeve	Livingston	Columbia.
Emma Rich	Herkimer	Herkimer.
Ida A. Shaper.....	Canajoharie.....	Montgomery.
Mary A. Sheehan	McKnownsville	Albany.
Charlotte V. Stemm.....	Albany	Albany.
Elmer J. Thompson.....	Bovina Centre.....	Delaware.
Sarah E. Tower.....	Youngstown	Niagara.
Anna H. Unger	Clinton Heights.....	Rensselaer.
Richard Van Beusekom.....	McKnownsville	Albany.
Bertha L. Wagar	Chatham	Columbia.
Jennie E. Wiggins.....	Albany.....	Albany.
Edith L. Wilcox.....	Charlotteville	Schoharie.
Effie E. Wrigley.....	Westford	Otsego.
Ladies		42
Gentlemen		4
Total.....		46

Students graduated June 26, 1890.

Name.	Post-office.	County.
Emma Vincent Armstrong.....	Peekskill	Westchester.
Minnie Irene Austin	Watertown	Jefferson.
Augustus W. Behrend	Knowlesville	Orleans.
Ida May Bliss.....	Clyde	Wayne.
Georgia A. Bowers	Johnstown	Fulton.
Anna T. Brewer	Tarrytown	Westchester.
Carrie L. Burleigh.....	Phoenix	Oswego.
John T. Charles.....	West Exeter.....	Otsego.
Emma Christie	Nyack.....	Rockland.
Emma Cooke.....	Oneonta	Otsego.
Jessie C. Corquodale	Newburgh	Orange.
Clara E. Delancy	Newburgh	Orange.
Hattie M. Douglass.....	Rome	Oneida.
Lida A. Downing	Ancram.....	Columbia.
Fred A. Duncan.....	Moore's Mills.....	Dutchess.
Laura M. Farnum	Loudonville	Albany.
Byron J. Field.....	Hartwick	Otsego.
Ida May Gates	Troy	Rensselaer.
Harriet Julia Gray	Albany	Albany.
Amelia L. Groat	Green Island	Albany.
Bertha I. Hagedorn	Gloversville	Fulton.
Isabella Haverly.....	Berne	Albany.
Mary E. Hayes.....	Roslyn	Queens.
Ellen E. Henry.....	Tarrytown	Westchester.
Mary A. Heydon	Albany.....	Albany.
Genevieve Hill.....	Newburgh.....	Orange.
Maude Hungerford.....	Hurstville	Albany.
Dudley Hill	Cropseyville.....	Rensselaer.
Annie J. Keleher	Albany	Albany.
Thomas Robert Kivlin	Valatie	Columbia.
Grace Ostrom Kyle	Amsterdam	Montgomery.
Annie J. L'Ecluse	Bayport.....	Suffolk.
William A. Mackey.....	Billings	Dutchess.
Jessie Amanda Marshall.....	Portchester	Westchester.
Burton G. Martindale	Herkimer	Herkimer.
Alice Genevieve McElgrew	Johnstown	Fulton.
Margaret Agnes McMahon	Peekskill	Westchester.
Otis Montrose	Ellenville	Ul-ter.
Charles Winford Morhous	Willsborough Point	Essex.
Fannie Alice Morrissey	Troy	Rensselaer.
Lena M. Munger.....	Phoenix	Oswego.
Leverett T. Newton	Akron.....	Erie.
Mary E. Owen.....	Albany	Albany.
Lydia Ray.....	West Coxsackie.....	Greene.
Abby Louise Roberts.....	Floyd	Oneida.
D. Edward Roberts.....	Floyd	Oneida.
Elizabeth Rogers.....	Bloomingburgh.....	Sullivan.
Margaret M. Ruland	South Westerlo	Albany.
Helen C. Scofield	Newburgh.....	Orange.
Maud Darling Seaton	Richfield Springs.....	Otsego.
Annabel Sherman	Ballston Spa	Saratoga.
Anna Moore Silvernail	Valatie	Columbia.
Fanny Stewart Silvernail	Albany.....	Albany.
Mary Ella Sloan	Albany.....	Albany.
Hewlett R. Smith	East Hinsdale.....	Queens.

Name.	Post-office.	County.
Mira Snider	Indian Fields.....	Albany.
Sarah W. Snowden	Newburgh.....	Orange.
Georgina Speare.....	Johnstown	Fulton.
Mildred F. Stewart	Greenwich.	Washington.
Elizabeth B. Stisser	Oneida	Madison.
Harry S. Taylor.....	Clifton Springs.....	Ontario.
William H. Templeton	Millerton	Dutchess.
Mabel Todd	Gloversville	Fulton.
Anna Van Valkenburg	Schodack	Rensselaer.
Lily I. Van Wyck.....	Newburgh.....	Orange.
Jennie L. Washburn	Kenwood	Albany.
Sarah L. Weaver.....	Schuyler Falls	Clinton.
Josephine Webb.....	Jordan.....	Onondaga.
Helen Augusta Webster	Moravia	Cayuga
Isabella M. Welton	Sammonsville.....	Fulton.
Lizzie Wemple.....	Amsterdam.....	Montgomery.
Mabel Gray Wiley	West Hebron.....	Washington.
Florence Mabel Wright	Rome	Oneida.
Ladies		58
Gentlemen		15
Total		<u>73</u>

The graduates mentioned above represent thirty-seven (37) counties of the State, namely: Albany, 20; Allegany, 1; Cayuga, 1; Clinton, 1; Columbia, 7; Delaware, 2; Dutchess, 3; Erie, 1; Essex, 1; Fulton, 6; Greene, 2; Herkimer, 4; Jefferson, 1; Madison, 1; Montgomery, 5; Niagara, 1; Oneida, 7; Onondaga, 1; Ontario, 1; Orange, 6; Orleans, 1; Oswego, 2; Otsego, 6; Putnam, 1; Queens, 4; Rensselaer, 8; Rockland, 2; Saratoga, 3; Schoharie, 3; Steuben, 1; Suffolk, 3; Sullivan, 1; Tioga, 1; Ulster, 1; Washington, 2; Wayne, 1; Westchester, 7.

COURSES OF INSTRUCTION.

English course — Admission.

Those who seek admission to this course must be at least 17 years of age, and greater maturity is desirable.

Candidates for admission must pass satisfactory examinations upon the following subjects: Arithmetic, Algebra through quadratics, Geometry, Plane Trigonometry, Grammar, Rhetoric, English Literature, Geography, American History, General History, Botany, Physiology, Zoölogy, Physics, Chemistry, Astronomy, Geology, Bookkeeping, Civil Government and Elements of Linear Drawing.

The examinations may be taken at the beginning of any term, and they may be distributed through two years.

Those who desire to be examined should write the president of the college at least three weeks before the beginning of the term, and they should specify the subjects upon which they wish to be examined.

Those who present the following evidences of proficiency will be admitted without examination, viz.: State certificates, diplomas from colleges, universities, the Regents, normal schools, high schools, academies and academic departments of union schools, provided they cover the subjects prescribed for examination in the preceding paragraph.

Regents' pass-cards and certificates of standing from principals of union schools, academies, high schools and other higher institutions will be accepted in lieu of examinations for the ground covered by them, except for Arithmetic, Grammar and Geography.

A knowledge of Latin may be substituted for Plane Trigonometry, or other advanced subjects.

COURSE OF STUDY.

First term.

Philosophy of Education, School Economy, Drawing.

Methods of teaching the following subjects, viz.: Number, Arithmetic, Botany, Place, Geography, Physiology, Color, Language, Grammar, Zoölogy, Object Lessons, Reading, Penmanship, Composition. A course of reading connected with professional work.

Second term.

History of Education, School Law, Kindergarten Methods.

Methods of teaching the following subjects, viz.: Music, Drawing, Physical Culture, Elocution, Teaching in Model School. A course of reading connected with professional work. Discussion of Educational Themes.

Those who complete the above course successfully will receive a diploma, which will be a license to teach in the public schools of the State. No degree will be conferred upon graduates from this course.

CLASSICAL COURSE.

Admission.

Those who desire admission to this course must be at least 17 years of age, but no one will be graduated from the course who is not at least 20 years of age.

Candidates for admission must pass satisfactory examinations upon all the subjects required for entrance to the English course and in addition thereto Cæsar, three books, Cicero, six orations, Virgil's *Æneid*, six books, Latin Prose Composition, Xenophon's *Anabasis*, three books, Homer's *Iliad*, three books, and Greek Prose Composition.

Instead of the requirements in Greek the candidates may offer a two years' course in French or German or a less amount of both.

If the student has not read the passages prescribed, an equivalent amount of other authors will be accepted.

The examinations may be taken at the beginning of any term and they may be distributed through two years.

Those who desire to be examined should write the president of the college at least three weeks before the beginning of the term, and they should specify the subjects upon which they wish to be examined.

Those who present the following evidences of proficiency will be admitted without examination, viz.: diplomas from colleges, universities, the Regents, normal schools, high schools, academies, and academic departments of union schools, provided they cover the subjects prescribed for examination in the preceding paragraph.

Regents' pass-cards and certificates of standing from principals of union schools, academies, high schools and other higher institutions will be accepted in lieu of examinations, for the ground covered by them except for Arithmetic, Grammar and Geography.

COURSE OF STUDY.

First term.

Philosophy of Education, School Economy, Drawing.

Methods of teaching the following subjects, viz.: Number, Arithmetic, Botany, Place, Geography, Physiology, Color, Language, Grammar, Zoölogy, Object Lessons, Reading, Penmanship, Composition. A course of reading connected with professional work.

Second term.

Methods of teaching the following subjects: Algebra, Geometry, Physics, Chemistry, Latin, Rhetoric, Mineralogy and Geology, Astronomy. Preparation of specimens and apparatus.

Third term.

Methods of teaching the following subjects: Latin, Greek or French or German, History, Solid Geometry and Mensuration, Physical Geography, Civil Government, Trigonometry, Sanitary Science, Book-keeping, School Architecture. Preparation of specimens and apparatus.

Fourth term.

History of Education, School Law, Kindergarten Methods.

Methods of teaching the following subjects, viz.: Music, Drawing, Physical Culture, Elocution; Teaching in Model School; A course of reading connected with professional work; Discussion of Educational Themes.

Those who complete the classical course successfully will receive diplomas conferring upon them the degree of Bachelor of Pedagogy, and they will also be licensed to teach in the public schools of the State.

The degrees of Master of Pedagogy and Doctor of Pedagogy will be conferred in accordance with conditions to be announced hereafter.

GRADUATES OF COLLEGES.

Graduates of colleges and universities will be allowed to select (with the approval of the faculty) from the curriculum of study a course which may be completed in one year. Upon their completing it successfully and showing their ability to instruct and manage pupils properly, they will receive diplomas which will be licenses to teach, and the degree of Bachelor of Pedagogy will also be conferred upon them.

COURSE FOR KINDERGARTNERS.

Admission.

Applicants must be at least 18 years of age. They must be graduates from some high school, academy, academic department of a union school, or other higher institution of learning, that they may be mentally fitted to comprehend and apply understandingly the truths underlying the Fröbel system. They should have a natural love for children that they may enter into childish joys and sorrows in a sympathizing manner. They should have the consciousness of a high moral purpose and a love for nature; good health, perseverance, and a cheerful and contented disposition. They should be able to play the piano, and have a true ear and voice for singing.

COURSE OF INSTRUCTION.

This will include lessons on the use of the following articles and occupations in developing the child's mind: Ball, Sphere, Cube and Cylinder, Blocks, Tablets, Slats, Sticks, Rings, and Peas-work; Pricking, Sewing, Drawing, Lacing, Weaving, Paper-cutting and Paper-folding.

Systematic instruction will be given upon the principles and philosophy of training which underlie the kindergarten system. Lesson on the care of children and on story-telling will also occupy the attention of the students during a part of the course.

Instruction in the Holt system of music will be given, so that the kindergartners may be able to teach the rudiments of vocal music to children.

Lessons in Physical Culture and Kindergarten Music and Games will form a part of the course.

Lessons in Botany and Natural History will be given, with methods of presenting them to little children.

Instruction in Free-hand Drawing and in Modeling will be given during the year.

Students will be required to prepare pattern books of Weaving, Sewing, Pricking, Paper-folding and Paper-cutting, and they will be expected to invent new forms for themselves in accordance with the principles underlying all the work.

Students will be required to observe for a time the work done in the kindergarten, from 9 until 12. They will afterward write out their observations and submit them to the class for approval and criticism. As soon as the students are qualified to enter upon the work of instruction they will be given practical work with the children.

A course in reading will be prescribed, including such books as Autobiography of Fröbel, Reminiscences of Fröbel, Education of Man, Emile, Leonard and Gertrude,

Sully's Hand-book of Psychology and other works upon educational themes. Frequent essays upon the various phases of the instruction and training of children and abstracts of the books read will be required.

A diploma will be given at the end of one year to those who complete the course satisfactorily.

Those who desire to enter the course for kindergartners must present themselves at the beginning of the school year in September, because only one training class will be organized per year.

GENERAL INFORMATION.

Appointments.

All persons desiring admission to the college should apply to their school commissioner or city superintendent for an appointment. The appointments will be sent by him to the Superintendent of Public Instruction, who will inform the applicants whether the appointments are approved or not.

Declaration.

Before admission to the college students will be required to sign the following declaration: We, the undersigned, hereby declare that our object in entering the New York State Normal College is to prepare ourselves to discharge in an efficient manner the duties of a teacher; and we further declare that it is our intention to devote ourselves to teaching in the schools of the State.

EXPENSES.

There will be no charge for instruction to those who are residents of the State, and text-books will be loaned without expense. Persons not residents of the State will be charged twenty dollars per term for their tuition and the use of books. The amount of fare necessarily paid in coming to the college by public conveyance will be refunded to those residents of the State who are present at the beginning of a term, and remain till its close.

Kindergartners are required to pay ten dollars for materials.

Board can be obtained in respectable families at rates varying from three dollars and fifty cents to four dollars, exclusive of washing. Those who wish to board themselves can rent furnished rooms from one dollar to one dollar and twenty-five cents per week.

All boarding places are visited by some member of the faculty who inspects the house and its surroundings, and examines into the sanitary condition of the premises. Students are required to board at such places only as are approved by the faculty, and no change of boarding place may be made without the consent of the authorities of the college.

Upon arriving in the city, students should go directly to the college buildings upon Willett street, where they will find a member of the faculty who will direct them to suitable boarding places. Checks for baggage should be retained until rooms are secured.

LOCATION OF THE COLLEGE.

The college buildings are situated in the most beautiful and attractive part of the city of Albany. They front upon Washington Park, which is a model of beauty and taste, thus commanding at once the

advantages of city and rural life. They are about a mile and a half from the railway stations, but may be conveniently reached by those who arrive by train, either by the Hamilton street line of cars which start from Maiden Lane on North Pearl street, or by the Lark street line which starts from the foot of State street. They each run within a half block from the college.

FINANCIAL STATEMENT.

The following statement exhibits the receipts and expenditures during the year ending July 25, 1890:

Summary of receipts.

Balance from last year.....	\$1,414 10
From State Treasurer.....	24,437 65
From tuition of model school.....	2,632 00
From tuition of kindergarten	523 00
From miscellaneous sources	558 13
Total.....	<u>\$29,564 88</u>

Summary of expenditures.

Salaries of normal department.....	\$14,990 00
Salaries of model department.....	2,000 00
Salaries of kindergarten.....	1,440 00
Salaries of janitors.....	1,664 52
Mileage.....	1,103 51
Books and apparatus	673 93
Repairs of building.....	2,547 36
Contingent expenses.....	4,777 96
Total.....	<u>\$29,197 28</u>
Balance on hand.....	367 60
Total.....	<u>\$29,564 88</u>

The foregoing is respectfully submitted as the annual report of the executive committee.

ANDREW S. DRAPER,
Superintendent of Public Instruction.
 SAMUEL B. WARD.
 ROBERT C. PRUYN.
 MARCUS T. HUN.
 FREDERICK HARRIS.

STATE OF NEW YORK, }
 CITY AND COUNTY OF ALBANY. } ss.:

Samuel B. Ward, being duly sworn, says that he is secretary of the executive committee of the State Normal College, at Albany; that the foregoing is the annual report of said executive committee to the Superintendent of Public Instruction and the Regents of the University for the year ending July 25, 1890; that the same is true.

SAMUEL B. WARD.

Subscribed and sworn to before me }
 this 20th day of October, 1890. }

JAMES W. BENTLEY,
Notary Public, Albany, N. Y.

BROCKPORT.

TWENTY-FOURTH ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT BROCKPORT.

Hon. A. S. DRAPER, *Superintendent of Public Instruction* :

SIR.—The local board of the State Normal and Training School at Brockport hereby respectfully submits its annual report for the year ending July 25, 1890.

BUILDINGS AND GROUNDS.

At the date of our last annual report, the additional buildings then under contract were in process of construction. They are now complete and in use. These improvements have been made at an expense of something over \$17,000, in addition to the amounts previously reported. The items of these expenditures will be more particularly given in the detailed statement to follow.

VALUATION.

The increased expenditures for permanent improvements require a new estimate to be made of the value of the State school property. The board, in their judgment, make the following estimate:

Value of lot and buildings.....	\$191,500 00
Value of furniture.....	6,500 00
Value of library and apparatus	12,000 00
	\$210,000 00

SUMMARY OF RECEIPTS AND EXPENDITURES.

Receipts.

Amount in hands of local board, July 26, 1889	\$8 55
Amount received from the State during the year from appropriation for maintenance	19,107 67
Amount received from State from special appropriations.....	17,027 75
Amount received for tuition from academic department.....	2,237 30
Amount received from all other sources	13 92
	\$38,395 19

Payments.

Amount paid for teachers' salaries:	
Normal	\$11,800
Academic	1,500
Intermediate.....	1,100
Primary	1,100
	\$15,500 00
Amount paid for salary of janitor	800 00
Amount paid for mileage of pupils	537 81
Amount paid for library, text-books and apparatus	842 16
Amount paid for repairs and improvements.....	17,255 22
Amount paid for incidentals.....	3,139 15
Amount in hands of local board, July 25, 1890.....	320 85
	\$38,395 19

DETAILED STATEMENT of expenditures for the year, of which the foregoing is a summary.

Amount paid for teachers' salaries:

<i>Normal.</i>	
C. D. McLean	\$2,500 00
W. H. Lennon	1,600 00
H. G. Burlingame	1,400 00
C. D. Seely	1,400 00
Miss Mary P. Rhoades	1,200 00
Miss C. M. Chriswell	700 00
Miss J. E. Lowery	700 00
Miss M. J. Thompson	700 00
Miss E. S. Richmond	600 00
Miss S. M. Efner	500 00
Miss Emeline Dunn	500 00
	<hr/>
	\$11,800 00

<i>Academic.</i>	
A. Tooley	\$900 00
Miss F. C. Willsea	600 00
	<hr/>
	\$1,500 00

<i>Intermediate.</i>	
Mrs. M. A. Cady	\$600 00
Miss M. O. White	500 00
	<hr/>
	\$1,100 00

<i>Primary.</i>	
Miss E. F. Mason	\$600 00
Mrs. L. C. Williams	500 00
	<hr/>
	\$1,100 00

Amount paid for salary of janitor	\$800 00
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Amount paid for mileage of pupils:

September 30, 1889. Paid	\$193 47
March 10, 1890. Paid	175 94
June 30, 1890. Paid	168 40
	<hr/>
	\$537 81

Amount paid for library, text-books and apparatus:

1889.		
September	30. Paid Charles D. Seely, Johnson's Encyclopedia	\$15 40
	30. Ivison, Blakeman & Co., text-books	111 20
	30. Charles Scribner's Sons, Encyclopedia	6 00
	30. E. Steiger & Co., text-books	13 50
	30. Simon & Barnum, book binding	64 65
	30. A. S. Barnes & Co., text-books	56 16
	30. Ginn & Co., text-books	81 96
	30. Allyn & Bacon, text-books	72 00
	30. J. E. Patten, chemicals	12 40
November	6. O. L. Howard, Greek composition	2 70
	6. John C. Barnard, drawing blanks	10 00
	6. Ivison, Blakeman & Co., text-books	1 25
	6. The Prang Educational Company, models	1 50
	6. The Century Company, dictionary	15 00
December	3. C. E. Merrill, record books	7 25
1890.		
January	8. E. V. Church, music books	86 00
	8. J. E. Patten, chemicals	4 62
	8. Ginn & Co., Latin grammars	8 16
February	10. Henry Holt & Co., text-books	5 04
	10. O. L. Howard, chemicals	15 14
March	10. D. Appleton & Co., text-books	4 50
	10. A. S. Barnes & Co., text-books	50 76
	10. Cowperthwait & Co., text-books	27 00
	10. Allyn & Bacon, text-books	10 00
	10. Estes & Lauriat, text-books	2 70
	10. A. Lovell & Co., text-books	1 00
	10. Ivison, Blakeman & Co., text-books	46 23

1890.		
March	10. Taintor, Brothers & Co., text-books.....	\$7 02
	10. E. E. Bانش & Son, apparatus	4 00
April	7. J. C. Barnard, drawing materials	1 80
	7. Alling & Cory, drawing materials.....	1 25
	7. R. M. Myers & Co., drawing materials.....	50
	7. Henry D. Clark, agent, dictionary	10 00
May	26. O. L. Howard, chemicals	3 97
	26. Weed, Parsons & Co., text-books	2 50
June	30. Ginn & Co., text-books.....	69 00
	30. H. D. Clark, agent, dictionary.....	10 00
		<hr/> \$842 16 <hr/>

Amount paid for repairs and improvements from the annual appropriation:

1889.		
November	1. John Crowley, labor.....	\$2 25
	1. Christian Miller, labor	3 75
1890.		
January	8. Calvin Platt, labor.....	10 00
February	10. Christian Miller, labor.....	2 25
	10. S. H. Holbrook	9 38
April	7. Village of Brockport, sand	19 00
May	5. S. H. Holbrook, labor	7 62
	26. A. White, labor	25 25
	26. S. H. Holbrook, labor	14 50
	26. L. E. Andrews, labor.....	3 45
June	30. L. T. Underhill, lumber.....	58 03
	30. M. Minot, hardware.....	39 39
	30. Christian Miller, labor	7 80
	30. S. H. Holbrook, labor.....	2 00
	30. H. C. Heuer, labor	5 30
	30. C. Platt, labor.....	10 00
	30. A. E. White, labor.....	7 50
		<hr/> \$227 47 <hr/>

From special appropriation, chapter 460, Laws of 1887, amended by chapter 138, Laws of 1888:

1889.		
August	10. George Williams, labor	\$1 00
	10. S. H. Holbrook, labor.....	130 25
	10. J. H. Kingsbury, freight	2 06
	10. Shorer & Tailer, iron.....	43 00
	10. William Stevens, plastering	195 00
	10. L. G. Underhill, lumber.....	152 83
September	8. S. H. Holbrook, labor	212 99
	8. John I. Learned, labor.....	32 50
	8. William Stevens, labor.....	345 41
	8. David Toaz, labor	61 75
	8. A. J. Hartwell, labor.....	30 75
	8. Christian Miller, labor.....	32 63
	8. F. G. Merritt, labor.....	24 00
	8. L. T. Underhill, lumber.....	468 97
October	12. Michelson & Hoppe, tables and desks	175 75
November	9. Sargent & Greenleaf, locks	32 40
	9. A. J. Hartwell, labor and materials.....	74 08
	9. E. H. Cook Company, labor	128 55
	9. Hinman & Fowler, steel mats, etc.....	26 50
	9. Brennan & Adams, hardware	98 83
	9. S. H. Holbrook, labor	61 63
	9. L. T. Underhill, lumber.....	733 80
	9. David Toaz, labor	112 50
	9. D. S. Morgan & Co., castings.....	5 76
	9. Frank Fosbender, labor.....	18 00
	9. William Knowles, labor.....	5 25
	9. Johnston & Jubenville, blacksmithing	29 75
	9. Joseph D. Mercer, labor...	9 00
	9. Morton Minot, hardware	42 80
1890.		
January	9. H. C. Heuer, labor and materials	8 75
	9. John I. Learned, labor and materials.....	16 06
	9. S. H. Holbrook, labor and materials.....	9 75
	9. E. H. Cook Company, materials and repairs.....	61 94
	9. Louis Ernst & Son, locks	2 50
	9. American Express Company, express.....	2 85

NORMAL SCHOOLS — BROCKPORT.

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1890.			
February	24.	L. T. Underhill, lumber.....	\$43 26
	24.	Rose, Hunt & Waller, hardware.....	1 15
	24.	E. H. Cook Company, labor	11 30
	24.	Hamilton & Mathews, hardware.....	17 94
	24.	Kelly & Perry, repairs and boiler.....	51 19
March	11.	Barr Brothers, hardware and repairs	106 00
	11.	William Stevens, mason work and materials.....	13 35
	11.	S. H. Holbrook, materials and labor.....	28 50
	11.	New York Safety Steam Power Company, boiler tubes.....	45 00
	11.	John H. Kingsbury, labor.....	8 66
April	7.	L. T. Underhill, lumber.....	24 26
	7.	M. A. Cleveland, balance on extra labor.....	44 20
	7.	Brennan & Adams, labor and repairs ...	94 96
	7.	S. H. Holbrook, labor	15 01
	7.	C. Hennecke Company, drawing models	12 14
	7.	Christian Miller, labor	1 50
			<u>\$4,135 48</u>

From special appropriation, chapter 460, Laws of 1887, amended by chapter 138, Laws of 1888:

1889.			
October	15.	M. A. Cleveland, building contract.....	\$5,500 00
	15.	James G. Cutler, architect's services.....	200 00
1890.			
January	9.	M. A. Cleveland, extra labor.....	230 80

From special appropriation, chapter 270, Laws of 1888:

1889.			
October	11.	A. S. Lewis, paper and papering.....	54 51
	11.	E. H. Cook Company, plumbing.....	53 44
	11.	Sargent & Greenleaf, locks.....	9 80
	11.	Richard Mylchreest, labor and materials	15 00
	11.	Morton Minot, hardware.....	58 31
	11.	John Gannan, labor.....	4 25
	11.	William Stevens, labor and materials.....	64 35
	11.	A. J. Hartwell, painting.....	102 50
	11.	Samuel Sloan, globes.....	3 20
	11.	John I. Learned, painting.....	52 50
	11.	H. C. Heuer, repairs and furniture.....	117 43
	11.	John Snow, galvanized cloth.....	27 12
	11.	Barr Bros., plumbing	73 48
	11.	F. G. Merritt, pay-roll.....	82 13
	11.	John H. Kingsbury, freight and cartage.....	38 57
	11.	George B. Harmon, stone sidewalk.....	391 80
	11.	S. H. Holbrook, pay-roll.....	487 10
	11.	E. H. Cook Company, steam fitting.....	431 69
November	26.	Andrews Manufacturing Company, furniture.....	1,125 34
	26.	L. G. Underhill, alteration in new building.....	115 00
December	26.	Andrews Manufacturing Company, furniture.....	1,071 40
	2.	G. H. Williams, labor.....	5 00
	2.	Brennan & Adams, lead pipe, etc.....	19 42
	2.	Morris Bortle, sash handles.....	8 00
	2.	The Chemung Novelty Company, table.....	19 80
	2.	J. H. Simmons, labor.....	2 50
	2.	John Wadsworth, Jr., labor.....	14 25
	2.	Peter Kelly, repairing boiler.....	8 72
	2.	Charles Van Eps, hardware, etc.....	52 94
1890.			
February	24.	E. H. Cook Company, on contract.....	1,183 00
	24.	Rudolph Schmidt & Co., electric bells.....	62 45
	24.	Minges & Shale, chairs.....	41 00
	24.	A. S. Lewis, window shades.....	12 80
	24.	Morton Minot, apparatus.....	14 60
March	24.	J. W. Queen & Co., apparatus.....	270 98
	1.	Brockport Electric Company, fixtures.....	826 80
	1.	J. W. Queen & Co., apparatus.....	80 18
April	1.	E. E. Bausch & Son, apparatus.....	35 70
	1.	Rudolph Schmidt & Co., telescope.....	47 50
	5.	Alfred P. Gage, apparatus.....	18 45
May	5.	D. Appleton & Co.....	57 50
	5.	Ginn & Co., books.....	28 43
			<u>\$17,255 22</u>

Amount paid for incidentals and all other expenses not above enumerated:

1889.			
September	30.	D. S. Morgan & Co., freight on coal.....	\$301 55
	30.	C. E. Morris, ink and mucilage.....	5 10
	30.	H. E. Webster, cartage on coal....	203 00
	30.	J. A. Tozier, postage and stationery.....	6 25
	30.	Howe & Rogers, blackboard erasers.....	2 00
	30.	Albert C. Goodwin, diplomas.....	44 00
	30.	H. E. Webster, coal.....	41 31
	30.	L. T. Beach, printing.....	81 75
	30.	J. C. Collins, postage stamps.....	33 76
	30.	T. H. Dobson, stationery.....	14 60
	30.	Western Union Telegraph Company, telegrams.....	1 25
	30.	Brockport Gas Light Company, gas, April to June.....	37 20
	30.	Brockport Gas Light Company, gas, June to August.....	22 00
	30.	American Express Company.....	13 20
November	6.	Kuck & Willson, printing.....	63 50
	6.	Francis L. Hughes, office baskets.....	4 33
	6.	Brockport Gas Light Company, gas, August 1 to October 1.....	27 80
	6.	R. M. Myers & Co., paper.....	3 00
	6.	Davis & Stewart, brooms and salt.....	19 85
	6.	Andrews Manufacturing Company, blackboard pointers.....	10 80
	6.	American Express Company, express.....	4 25
	6.	D. S. Morgan & Co., coal.....	1,444 85
December	3.	Brockport Gas Light Company, gas, October 1 to November 1..	34 20
	3.	S. W. Allen, freight and cartage.....	19 09
	3.	American Express Company, express.....	90
1890.			
January	8.	A. D. Dailey, rent of chairs, etc.....	8 75
	8.	Brockport Gas Light Company, gas, November 1 to December 1,	26 40
	8.	D. Holmes, postage and stationery.....	5 00
	8.	American Express Company, express.....	3 50
February	10.	Albert C. Goodwin, diplomas.....	12 00
	10.	J. Binder, tuning piano.....	2 00
	10.	Brockport Gas Light Company, gas, December 1 to January 1,	46 40
	10.	T. H. Dobson, stationery.....	19 80
	10.	J. C. Collins, postage stamps.....	6 00
	10.	American Express Company, express.....	6 35
March	10.	American Express Company, express.....	7 10
April	7.	F. B. Palmer, advertising.....	20 12
	7.	Brockport Gas Light Company, gas, January 1 to March 1.....	42 92
May	5.	J. E. Patten, stationery.....	10 75
	5.	Brockport Gas Light Company, gas, March 1 to April 1.....	19 46
	5.	J. H. Kingsbury, paid for abstract of title.....	4 00
	5.	Rochester Disinfectant Company, disinfectants.....	15 00
	26.	J. Lester, cloth.....	15 31
	26.	H. C. Hammond, postage stamps.....	6 00
	26.	American Express Company, express.....	5 85
June	30.	American Express Company, express.....	6 50
	30.	J. Binder, tuning piano.....	2 00
	30.	A. C. Goodwin, diplomas.....	3 00
	30.	P. J. Willson, printing.....	98 75
	30.	T. H. Dobson, paper.....	25 44
	30.	H. C. Hammond, postage stamps.....	31 32
	30.	A. C. Goodwin, diplomas.....	57 00
	30.	Davis & Stewart, brooms.....	7 17
	30.	James Field, flags.....	46 80
			\$3,000 23

From academic receipts.

1889.			
August	25.	C. M. Winston, insurance.....	75 00
October	19.	Dauchy & Co., advertising.....	50 00
1890.			
April	7.	Gas Company, gas.....	13 92
			\$3,139 15

Amount in hands of local board:

1890.			
July	25.	Academic funds.....	\$320 85
			\$38,395 19

TEACHERS AND SALARIES.

A leave of absence for a year has been granted to H. G. Burlin-game, professor of mathematics, on account of ill health, and for the

ensuing year Mr. Charles W. Smith, recently school commissioner for Orleans county, has been engaged to fill the vacancy at a salary of \$1,200 per annum.

Miss Bertha Coleman has been engaged as teacher of drawing in place of Miss Emeline Dunn, resigned, at a salary of \$500 per annum.

Miss Clara J. Brown has been elected teacher of gymnastics, elocution and assistant to the preceptress at a salary of \$600 per annum.

Each of these appointments has been confirmed by the Superintendent.

The salary of Miss Ellen F. Mason has been increased from \$600 per annum to \$700 per annum.

The following is a complete list of the present corps of instructors with the salary of each:

C. D. McLean, Principal.	\$2,500
Wm. H. Lennon, Vice-President and Professor of Natural Sciences	1,600
Charles D. Seely, Professor of Ancient Languages	1,400
Charles W. Smith, Professor of Mathematics (temporary) ...	1,200
Miss Mary P. Rhoades, Preceptress.	1,200
Miss C. M. Chriswell, Teacher of Grammar	700
Miss J. E. Lowery, Teacher of Mathematics and Latin	700
Miss M. J. Thompson, Teacher of Methods.	700
Miss Ellen F. Mason, Principal of Primary Department	700
Mrs. Mary A. Cady, Principal of Intermediate Department..	600
Miss Elizabeth Richmond, Teacher of Elocution and Vocal Music	600
Miss Clara J. Brown, Teacher of Gymnastics and Assistant to Preceptress	600
Miss Sarah M. Efner, Teacher of Geography.	500
Miss Mary O. White, Assistant in Intermediate Department..	500
Mrs. Louise C. Williams, Assistant in Primary Department..	500
Miss Bertha Coleman, Teacher of Drawing....	500
	<hr/>
	\$14,500

Academic.

Mr. Arthur Torley, Principal.	\$900
Miss Flora C. Willsea, Assistant and Teacher of German	600
	<hr/>
	\$1,500

LOCAL BOARD.

The board regret to announce the death of their president, Dayton S. Morgan, who died the 9th day of April, 1890. In respect to his memory the following minute was adopted by the board:

"In the death of Dayton S. Morgan the local board of the State Normal and Training School at Brockport has lost an honored and esteemed member. Appointed in 1874, president of the board since 1882, and from the very first one of the warmest friends of the school, his loss will be severely felt. In every emergency the wisdom of his counsel has been manifest; and the board had long since learned to rely upon his judgment. He has never been found wanting in any position he was asked to take, and his conclusions were always acquiesced in as both wise and prudent. His services to the board have

been invaluable, and it is with sincere sorrow that a record of his death must now be made. His personal fitness for every position he was called upon to fill is unquestioned; he was ever kind and affable, considerate of the wishes and feelings of others, and careful not to be influenced by selfish motives.

“As a tribute of respect to his memory, the board directs this minute to be entered upon the records, and a copy transmitted to the family of the deceased, and published in the annual report of the Superintendent of Public Instruction.”

The board also consider it proper to place upon record their action on the death of Dr. M. B. Anderson, a former member of the board, to wit: “The members of the local board of the State Normal and Training School at Brockport, N. Y., desire to place upon record their sincere tribute of respect to the honored memory of their former associate and fellow member, Dr. M. B. Anderson, whose lamented death occurred February 26, 1890. He became a member of this board at the organization of the school in 1867, and so remained until 1888 when ill-health and increasing duties reluctantly compelled him to relinquish the position. His standing in the educational world, his well-known energy in prosecuting every enterprise with which he became connected, his commanding influence and lofty character enabled him to establish upon an enduring basis our State normal school. To him we have been greatly indebted for the prosperity the school has always enjoyed, and his efficient efforts and kindly assistance will not soon be forgotten. Together with his numerous friends and associates we join in deploring the loss of one whose life-labors have not been in vain, and whose just reward, feeble at best in this world, will be found in the great hereafter.”

A successor to Mr. Morgan has not yet been appointed; Mr. E. Whitney, the vice-president, acts as chairman in the *interim*.

The following are the present members of the board: Eliphalet Whitney, chairman *pro tem.*; Daniel Holmes, secretary; John H. Kingsbury, treasurer; George H. Allen, Edgar Benedict, John D. Burns, E. C. Chriswell, J. D. Decker, John A. Latta and Joseph A. Tozier.

ATTENDANCE.

Whole number registered.

Normal	411
Academic	121
Intermediate.....	161
Primary	162
Total	855

Average number of pupils in attendance.

Normal	303.45
Academic.....	68.23
Intermediate.....	125
Primary	124
Total.....	620.68

Average age of pupils in normal department.

Male	18.67
Female.....	18.78

Number of graduates from normal department during the year.

Male.....	6
Female.....	50
Total.....	56

Whole number of graduates from normal department since the school was established.

Male	116
Female	396
Total.....	512

GRADUATES.

The following is a list of graduates for the past year, with residence and grade of diploma, viz.:

Class of 1890 — Forty-fifth term, January twenty-eighth.

CLASSICAL COURSE.

Mary C. Braithwaite.....	Lincoln, Wayne county.
Alice I. Cary.....	Syracuse, Onondaga county.
Margaret T. O'Brien.....	Clarkson, Monroe county.
S. Mina Van Akin.....	Barryville, Sullivan county.

ADVANCED ENGLISH COURSE.

Cora E. Blood.....	Gloversville, Fulton county.
Marrette E. Fowler.....	Churchville, Monroe county.
Minnie Lewis.....	Barker's, Niagara county.
Anna B. Smith.....	Brockport, Monroe county.
Ella W. Truesdale.....	Rochester, Monroe county.

ELEMENTARY ENGLISH COURSE.

Eliza A. Armstrong.....	Mendon Centre, Monroe county.
Alice J. Nichols.....	Kendall Mills, Orleans county.
Martha L. Skellon.....	Mount Morris, Livingston county.

Class 1890 — Forty-sixth term, June twenty-fourth.

CLASSICAL COURSE.

Arthur R. Anderson.....	North Parma, Monroe county.
Thomas H. Armstrong.....	LaFayette, Onondaga county.
L. R. Boynton.....	Lake Side, Wayne county.
Florence L. Brown.....	Albion, Orleans county.
Lillian A. Chadsey.....	Holley, Orleans county.
C. Louise Childs.....	Brockport, Monroe county.
Frank L. Clark.....	Spencerport, Monroe county.
Jessie Cole.....	Holley, Orleans county.
Jennie Davenport.....	Stillwater, Saratoga county.
Gratia Decker.....	Victor, Ontario county.
Alice E. Green.....	Bergen, Genesee county.
William D. Hewes.....	Bergen, Genesee county.
Susan L. Love.....	Holley, Orleans county.
Cora V. Luttenton.....	Albion, Orleans county.
Ada E. Lyman.....	Cummington, Mass.
Jennie A. Mulholland.....	Brockport, Monroe county.
Anna D. Sime.....	Brockport, Monroe county.
Augustus G. Southworth.....	Holley, Orleans county.

SCIENTIFIC COURSE.

S. Mina Van Aken.....	Barryville, Sullivan county.
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ADVANCED ENGLISH COURSE.

Julia M. Booth.....	Shortsville, Ontario county.
Anna M. Bushnell.....	Churchville, Monroe county.
Rena A. Gordon.....	Bergen, Genesee county.
Charlotte E. Mann.....	Kendall, Orleans county.
Isabel M. Nichols.....	Kendall Mills, Orleans county.
Hattie E. Webster.....	Brockport, Monroe county.

ELEMENTARY ENGLISH COURSE.

Carrie L. Brainard	Brocton, Chautauqua county.
Hattie L. Cook	Olean, Cattaraugus county.
Etta L. Crofoot	Brockport, Monroe county.
Dora A. Currie	Brockport, Monroe county.
Elizabeth L. Dullard	Brockport, Monroe county.
Adah N. Holdridge	Clifton, Monroe county.
Jennie A. Jerome	Pompey, Onondaga county.
Kate E. Lisk	Clifton Springs, Ontario county.
Mamie E. Lee	Pembroke, Genesee county.
Grace R. Noble	Ouquaga, Broome county.
Julia C. Odell	Middleport, Niagara county.
Clara L. Overpeck	Middleport, Niagara county.
Emma A. Phillips	Brockport, Monroe county.
M. Maria Shearman	Perry, Wyoming county.
Harriett W. Slaughter	Campbell Hall, Orange county.
Nellie Sparlin	Brockport, Monroe county.
Adella Steves	Brockport, Monroe county.
Jennie E. Wells	Clarkson, Monroe county.
Harriet J. Woollard	Brighton, Monroe county.

Class 1890 —Forty-sixth term, June twenty-fourth.

ACADEMIC DEPARTMENT — CLASSICAL COURSE.

Julia F. Gilman	Churchville, Monroe county.
Stella M. Humphrey	Victor, Ontario county.
Fred R. Ross	Kendall, Orleans county.
Caroline M. Shourds	Macedon, Wayne county.

COURSE PREPARATORY FOR COLLEGE.

Irving N. DePuy	Brockport, Monroe county.
John W. Edmunds	Holley, Orleans county.
George E. Graves	Brockport, Monroe county.
M. Louise Seibt	Gambier, Ohio.

MUSICAL COURSE.

Jessie E. Benedict	Brockport, Monroe county.
Alida E. Cubitt	Brockport, Monroe county.
Mabel E. Richards	Brockport, Monroe county.
Leona E. Todd	Reynales Basin, Niagara county.

ESTIMATES.

Estimate of amount needed for the support and maintenance of the school for the next school year.

Salaries of teachers and janitor in normal school	\$15,200 00
Mileage of pupils, estimated	500 00
Library, text-books and apparatus	1,000 00
Repairs and improvements to grounds	1,500 00
Incidentals, including fuel, lights, and all other expenses	4,000 00
Total	<u>\$22,200 00</u>

Expenses of academic department to be defrayed by its revenue.

STATE OF NEW YORK, }
COUNTY OF MONROE. } ss. :

Daniel Holmes, secretary of the local board, being duly sworn, says that the foregoing report is true, to the best of his knowledge, information and belief.

DANIEL HOLMES.

Sworn to before me, this 6th }
day of October, 1890. }

DELBERT A. ADAMS,
Notary Public.

BUFFALO.

TWENTIETH ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT BUFFALO.

HON. A. S. DRAPER, *Superintendent of Public Instruction:*

SIR.—In accordance with law, the local board of the Normal and Training School at Buffalo submits its twentieth annual report for the year ending July 25, 1890:

THE LOCAL BOARD OF MANAGERS.

The local board of managers and its committees remain the same as given in the report of last year.

THE FACULTY.

At the holiday vacation Miss Franc E. Oliver resigned her position as Superintendent of the School of Practice, and Miss Gertrude M. Bacon was appointed to take her place during the remainder of the school year.

Mr. Leslie W. Lake, school commissioner of the second district of Erie county, has been appointed Superintendent of the School of Practice for the next year at a salary of \$200 from the normal school.

At the close of the school year Mrs. Lena H. Severance resigned her position as teacher of Rhetoric, English Literature and History, and Miss Lucy A. Higgins, formerly a teacher in Chelsea, Mass., has been appointed to fill the vacancy.

The departments of instruction and the salaries of the instructors for the next year are as follows:

James M. Cassety, A. M., Ph. D., Didactics	\$2,500
Marcus A. G. Meads, A. B., Mathematics	1,600
Mark M. Maycock, M. P., Librarian, Drawing and Physical Geography	1,500
Irving P. Bishop, Natural Sciences.	1,600
William L. Sprague, A. M., Latin and Greek	1,600
Joseph Mischka, Music and German	700
Anna K. Eggleston, Methods and Head Critic	1,200
Mary Wright, Arithmetic and Algebra	900
Isabella Gibson, General Assistant and French	900
Helen L. Dunston, Grammar and Composition	900
May Louise Perry, Reading, Elocution and Gymnastics	500
Lucy A. Higgins, Rhetoric, English Literature and History,	800

ATTENDANCE.

The whole number registered in each of the departments, respectively, during the past year was:

Normal	300
Academic	21
Intermediate	179
Primary	141
Total	641

The average attendance in each of the departments was:

Normal	237
Academic	14
Intermediate	143
Primary	115
Total	<u>509</u>

The average age of normal pupils was:

Males	19.4
Females	<u>18.2</u>

GRADUATES.

The number of graduates during the year from normal courses was forty-seven, and one from the academic course.

The total number of graduates from the school since it was established, is:

From normal courses	477
From academic courses	46
Total	<u>523</u>

Of the normal graduates, twenty-four were males and 453 were females.

As a rule the graduates obtain positions readily. Forty-eight graduates obtained positions as teachers last year.

DETAILED STATEMENT of the receipts and expenditures of the Buffalo Normal and Training School for the year ending July 25, 1890.

RECEIPTS.

Balance on hand at last report	\$37 53
Received from the State on account of annual appropriations	18,985 62
Received from special appropriation of 1889 for storm-house and betterments	2,500 00
Received from special appropriation of 1889 for reimbursing general fund for damages caused by fall of chimney	286 72
Received from special appropriation of 1888 for chemical and physical apparatus	359 08
Received from special appropriation of 1888 for fence and grounds	172 96
Received from academic tuition	547 00
Received from all other sources	2 21
Total	<u>\$22,891 12</u>

EXPENDITURES.

On account of salaries:

James M. Cassety	\$2,500 00
M. M. Maycock	1,500 00
M. A. G. Meads	1,600 00
Irving P. Bishop	1,600 00
William L. Sprague	1,400 00
Joseph Mischka	700 00
Anna K. Eggleston	1,200 00
Mary Wright	900 00
Isabella Gibson	900 00
Lena H. Severance	900 00
Helen L. Dunston	800 00
May Louise Perry	400 00
Franc E. Oliver	60 00
Gertrude M. Bacon	90 00
Total	<u>\$14,550 00</u>

On account of janitors' wages:

Patrick McDonald	\$349 98
A. J. Lockwood	350 02
Total	<u>\$700 00</u>

NORMAL SCHOOLS — BUFFALO.

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On account of repairs and improvements:

J. W. Atwood, carpenter work and material	\$587 01
Edward L. Cook, plumbing and steam fitting	21 10
William F. Burrows, carpenter work	41 42
Joseph Irr, agent, plumbing	5 62
F. Feyl, painting and glazing	85 93
George W. Carter, mason work	15 50
Total	\$756 58

On account of reference books:

J. H. Matteson, volume Encyclopædia Britannica	\$10 00
George W. Stowits, one History Civil War	6 00
Burt X. Shields, atlas	10 00
Peter Paul & Bro., sundry books	3 40
Total	\$29 40

On account of text-books:

Allyn & Bacon, physiologies	\$79 80
H. H. Otis, sundry books	197 34
Peter Paul & Bro., sundry books	148 85
Iverson, Blakeman & Co., sundry books	21 60
Otto Ulbrich, sundry books	409 75
D. C. Heath & Co., sundry books	60 12
Buffalo Christian Advocate, Latin grammar	1 66
White, Smith & Co., sundry books	9 00
Total	\$928 12

On account of fuel:

S. K. Worthington, coal	\$549 47
Buffalo Natural Gas Fuel Company, gas fuel	582 00
Total	\$1,131 47

On account of furniture:

Buffalo School Furniture Company, desks	\$206 25
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On account of supplies and miscellaneous:

A. P. Chapin, advertising	\$8 00
H. H. Otis, office supplies	4 75
R. J. Laughlin, advertising	12 00
George E. Matthews, advertising	13 50
James D. Warren's Sons, printing and advertising	30 75
The Courier Company, printing, advertising and paper	139 20
James M. Cassety, sundry disbursements	146 53
J. H. Neill & Co., closet supplies	21 20
Buffalo Gas Light Company, gas	155 70
F. W. Caulkins, services as architect	25 00
D. E. Morgan & Son, altering carpet	14 21
Buffalo Calcium Light Company, gas for stereopticon	9 50
S. Phillips, cleaning and altering carpet	7 00
Peter Paul & Bro., office supplies	7 70
Mark M. Maycock, expenses for commencement	5 30
The Academy, advertising	10 00
E. L. Cook, plumbing	90 15
George Ferguson, cleaning walk and removing ashes	66 75
W. H. Schieffelin & Co., chemicals	37 52
National Printing Company, printing circulars	52 00
Denton & Cottier, tuning pianos	4 50
J. R. Anderson, class record books	4 00
Adam, Meldrum & Co., supplies	3 36
Peter Paul & Bro., magazines and periodicals	57 00
The Buffalo Chemical Works, chemicals	5 95
James M. Cassety, mileage of students	144 62
Walbridge & Co., supplies	3 81
F. B. Palmer, advertising	40 25
The Papyrograph Company, supplies	5 25
Ginn & Co., music	3 80
Fred C. Schottin, binding periodicals	31 90
Silver, Burdett & Co., music	6 75
J. M. Russell, music	3 88
Albert C. Goodwin, diplomas	48 00
E. Levi, rent of theatre for commencement	75 00
Baker, Jones & Co., printing	11 09
Total	\$1,305 83

On account improvement of grounds:

Park commissioners, trees for Arbor Day	\$4 50
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Paid from special appropriation of 1889 to reimburse general fund for damage caused by fall of chimney:

Albert C. Goodwin, diplomas	\$13 00
Joseph Mischka, expenses for commencement, 1889.....	5 00
J. W. Atwood, shelves for laboratory	86 04
H. H. Otis, office supplies.....	3 64
James M. Cassety, mileage June, 1889.....	54 38
Wm. F. Burrows, taking down storm windows	3 75
I. P. Bishop, chemical supplies.....	3 60
Peter Paul & Bro., book.....	4 00
Denton & Cottier, tuning and use of piano for commencement.....	10 00
Buffalo Gas Light Company, gas.....	18 90
Buffalo Natural Gas Fuel Company, gas	6 25
"The Times," advertising.....	15 66
C. W. Bardeen, advertising.....	4 17

Total	<u>\$228 39</u>
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Patrick McDonald, janitor, \$58.33. Reported in janitor's wages above.

Paid from special appropriation of 1889 for storm-house and betterments:

J. W. Atwood, flooring second story of main building.....	\$1,188 00
F. Feyl, painting.....	176 00
W. A. Choate & Co., slate blackboard	295 00
Edward L. Cook, wrapping steam-pipes.....	75 55
J. W. Atwood, partitions, storm-house and betterments.....	765 45

Total.....	<u>\$2,500 00</u>
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Paid from special appropriation of 1888 for physical and chemical apparatus:

J. H. Gibson, labor and material for repairing apparatus.....	\$23 00
L. W. Shattuck, chest expanders.....	12 00
W. H. Schieffelin & Co., apparatus	36 36
Buffalo Rubber Company, tubing	2 50
Goodrich & Co., rubber apparatus	5 75
Tucker & Butts, apparatus.....	92 58
Charles Beseler, lens.....	5 50
J. H. Ullenbruch, small lenses	1 35
The Fitch Battery and Electric Company, galvanic battery.....	6 40
National School Furnishing Company, optical apparatus	43 80
E. L. Cook, water heaters.....	38 86
I. P. Bishop, sundry apparatus.....	7 47
F. E. Averill, dynamo	29 00
E. S. Ritchie & Sons, apparatus	26 43
Eimer & Amend, apparatus ...	28 08

Total	<u>\$359 08</u>
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Paid from special appropriation of 1888 for improvement of grounds:

E. L. Cook, tile drain.....	\$50 00
Park commissioners, cutting grass.....	36 70
James M. Cassety, sundry expenses.....	32 30
D. Hotaling, repairing stone walk	53 96

Total.....	<u>\$172 96</u>
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RECAPITULATION.

Total receipts from all sources	<u>\$22,891 12</u>
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Summary of expenditures.

On account of teachers' salaries	\$14,550 00
On account of janitors' wages	700 00
On account of repairs and improvements.....	756 58
On account of reference books	29 40
On account of text-books	928 12
On account of fuel.....	1,131 47
On account of furniture	206 25
On account of grounds.....	4 50
On account of supplies and miscellaneous.....	1,305 83
On account of miscellaneous expenses paid from special appropriation	228 39
On account of improvements to buildings paid from special appropriation ...	2,500 00
On account of apparatus paid from special appropriation	359 08
On account of improvement of grounds paid from special appropriation.....	172 96
Balance in hands of local board July 25, 1890.....	18 54

Total	<u>\$22,891 12</u>
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ESTIMATED EXPENDITURES FOR SALARIES AND MAINTENANCE FOR THE YEAR
ENDING JULY 25, 1892.

For salaries of teachers	\$15,000 90
For wages of janitor.....	700 00
For fuel	1,300 00
For text-books and reference library.....	500 00
For ordinary repairs	500 00
For supplies and miscellaneous expenses.....	1,000 00
Total	<u>\$19,000 00</u>

STATE OF NEW YORK, } ss.:
ERIE COUNTY.

The president and secretary of the local board of the State Normal and Training School at Buffalo, being duly sworn, say, and each for himself says, that the foregoing detailed statement of the receipts and expenditures of the said board has been approved by the auditing committee of said board, and that he believes such statement to be correct.

S. M. CLEMENT,
President,
CHARLES A. SWEET,
Secretary.

Subscribed and sworn to before me, }
this 24th day of September, 1890. }

H. J. WILKES,
Notary Public.

CORTLAND.

TWENTY-SECOND ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE
NORMAL AND TRAINING SCHOOL AT CORTLAND.

Hon. A. S. DRAPER, *Superintendent of Public Instruction*:

SIR.—The local board of the State Normal and Training School, Cortland, N. Y., submits its twenty-second annual report, which includes the year July 26, 1889, to July 25, 1890.

CHANGES IN THE LOCAL BOARD.

Mr. Norman Chamberlain, secretary of the board, died March 20, 1890. On the eighteenth of May following Messrs. John W. Suggett and Theodore H. Wickwire were appointed members of the board. The board now consists of R. Holland Duell, Henry Brewer, Robert B. Smith, James S. Squires, Lawrence J. Fitzgerald, William H. Clark, Hugh Duffey, John W. Suggett, Theodore H. Wickwire.

CHANGES IN THE FACULTY.

Miss N. A. Gillette was prevented by ill health at the beginning of the year from entering upon her duties as critic of the intermediate department in the schools of practice; she subsequently resigned the position. Miss Maria W. Bishop officiated as acting critic all the year; she was appointed critic in the intermediate department, beginning her duties under this appointment September 3, 1890. Miss Ellen J. Pearne resigned her position as principal of the intermediate department January 21, 1890. Miss Anna B. Cordo officiated as acting principal during the following term; she was appointed to the principalship, beginning duties under this appointment September 3, 1890. Professor Henry Montgomery was prevented by ill health from continuing his work through the year; Mr. Charles H. Walker acted as a supply teacher in the chair of sciences from March 10 to July 1, 1890. Professor Montgomery resigned his position July first. Professor D. L. Bardwell was appointed to the chair of science, his work beginning September 3, 1890. Professor Archibald A. Freeman was appointed to the chair of English and physical culture, commencing his duties September 3, 1890. Mr. Charles D. Hill acted as assistant in English for the term February 12–July 1, 1890.

FACULTY.

The faculty beginning the term September 3, 1890, consists of the following persons:

James H. Hoose, A. M., Ph. D., F. S. Sc., Principal, Mental Science and Philosophy of Education (salary raised from \$2,500 by the State Superintendent September 12, 1889)...	\$2,800
Samuel J. Sornberger, Ph. M., Ph. D., English, Science, Latin (salary raised from \$1,400, September 4, 1889).....	1,500
David Eugene Smith, Ph. M., Ph., D., Mathematics.....	1,500
Edward D. Blodgett, A. B., Latin, Greek	1,400

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Darwin L. Bardwell, A. B., M. A., Natural Sciences	\$1,400
Archibald A. Freeman, A. B., A. M., English and Physical Culture.....	800
Martha Roe, Superintendent of the Schools of Practice, Methods and their Application.....	900
Mary F. Hendrick, Rhetoric, Elocution and English Literature	750
Clara E. Booth, French and German.....	700
Carrie D. Halbert, Vocal Music	400
Bertha E. Jones, Industrial Drawing	800
Anna B. Cordo, Principal and Critic in Intermediate Department	600
Maria W. Bishop, Methods and Critic in Intermediate Department	600
Mary L. Roberts Eastman, Principal and Critic in Primary Department	700
Sara A. Saunders, Methods and Critic in Primary Department	700

VENTILATION.

The system of power ventilation for the school building, that was begun the last of August, 1889, has not been accepted yet by the local board. The apparatus has been running some of the time, but not in a satisfactory manner. Experts have repeatedly condemned it. Changes have been made in the apparatus, and tests of the efficiency of the system will be made in the future.

PHYSICAL CULTURE.

Dr. Edward Hitchcock, Jr., dean of the department of physical culture, Cornell University, examined, February 13-27, 1890, all the children of the primary department, and all the members of the class that was graduated from the Normal School July 1, 1890. He directed in general the work in physical culture that was introduced during the term. He will complete during the ensuing year the examinations of the persons not already examined by him, and will direct the work in this department, although Professor Freeman will have immediate charge of it.

DETAILED STATEMENT of receipts and disbursements by the State Normal and Training School, Cortland, N. Y., during the year that commenced July 26, 1889, and ended July 25, 1890.

RECEIPTS.

Amount on hand July 26, 1889	\$175 90
Amount received from the State	19,832 01
Amount received, special appropriations	288 45
Amount from all other sources.	128 50
Total	<u>\$20,424 86</u>

DISBURSEMENTS.

Teachers' salaries.

James H. Hoose.....	\$2,800 00
Samuel J. Sornberger.....	1,500 00
David E. Smith	1,500 00
Edward D. Blodgett	1,400 00
Henry Montgomery.....	1,600 00

Martha Roe	\$900 00
Mary F. Hendrick	750 00
Clara E. Booth	700 00
Carrie D. Halbert	400 00
Bertha E. Jones	800 00
Ellen J. Pearne	350 00
Nellie A. Gillette	300 00
Anna B. Cordo	300 00
Maria W. Bishop	300 00
Mary L. Roberts	700 00
Sara A. Saunders	700 00
Charles D. Hill	50 00
Total	<u>\$15,050 00</u>

Amount for care of building, etc.:	
Salary of janitor	\$700 00
Henry Persons	156 25
Jay Cotauch	27 50
Extra help	57 14
	<u>\$940 89</u>

Amount for mileage (half the year)	<u>\$252 37</u>
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Library, text-books, apparatus.

(Three-fourths of the year only.)

Ginn & Co.	\$8 80
Heath & Co.	13 65
Hollenbeck, Geo. P.	39 50
Jones, Geo. W.	20 00
Wallace, D. F.	147 77
Wolcott & West	8 64
Total	<u>\$238 36</u>

Repairs.

(Three-fourths of the year.)

Benton, H. F.	\$25 44
Gillette, L. L.	35 80
Hollenbeck, Geo. P.	78 81
Otto	24 75
Total	<u>\$164 80</u>

Incidentals.

(Three-fourths of the year.)

Advertising in educational journals	\$20 12
Baldwin, E. F., labor	4 55
Beardsley, H. W., plans for additions	35 00
Bickford, F. A., rent of telephone	36 00
Beebe, W. C., laundry for laboratory	6 27
Bates, E. W., pottery	1 50
Brown & Maybury, chemicals	256 08
Cooper Bros., castings	35 02
Clark, W. H.	2 96
Chamberlain, Norman	4 00
Dillon, J. W.	13 80
DuBois, M.	1 00
Elwell, Mrs.	2 00
Electric clock	95 00
Frost, A., flowers for grounds	5 25
Fuertes, Prof. E. A., examining ventilating apparatus (paid from special appropriations)	288 45
Gas Company	190 40
Goodwin, A. C., diplomas	27 00
Gooding, S. N., flue cleaner	3 00
Hopkins & Son	85
Hitchcock, Dr. E., Jr., physical culture	50 10
Humelbaugh, H. E.	1 50
Hubbard, H. B., supplies	25 03
Hubbard & Buck, hardware and labor	197 54
Holden & Sager, coal and wood	292 95
Jones, B. B., printing	99 00
Kellogg, H. M., hardware	33 82
Loucks, A., painting	16 74

Martin, Wm., coal and wood.....	\$348 75
Mann, C. H.....	49 93
Maxson & Starin, coal.....	306 90
Office sundries.....	127 28
Rood, B. W., charts.....	7 00
Rood, Warner.....	9 00
Sornberger, S. J.....	8 63
Sager & Jennings, chemicals.....	172 99
Tanner Bros., ribbons for diplomas.....	4 73
Wallace, D. F., supplies.....	95 88
Watkins Bros.....	8 32
Water Company.....	66 97
Yates, J. O., wood.....	38 50
Total.....	<u>\$2,989 81</u>

RECAPITULATION.

Teachers' salaries.....	\$15,050 00
Janitor's services.....	940 89
Mileage.....	252 37
Library and apparatus.....	238 36
Incidentals.....	2,989 81
Repairs.....	164 80
Amount in hands of board July 25, 1890: Cash, \$753,63; check, \$35.....	788 63
	<u>\$20,424 86</u>

[NOTE.—Four hundred eighty-four dollars and twenty-three cents of this sum came from the general appropriation to reimburse the tuition fund for items paid from it during the last year.]

STATE OF NEW YORK, }
CORTLAND COUNTY. } ss.:

We hereby certify that we have examined the within statement of receipts and disbursements for the State Normal and Training School at Cortland, N. Y., for the year that ended July 25, 1890, and we believe the same to be in all respects correct and just.

R. H. DUELL,
President.

WM. H. CLARK,
Secretary pro tem.

Subscribed and sworn to before me, }
this 27th day of September, 1890. }

H. T. BUSHNELL,
Notary Public.

FREDONIA.

ANNUAL REPORT OF THE STATE NORMAL AND TRAINING SCHOOL AT FREDONIA.

HON. ANDREW S. DRAPER, *Superintendent of Public Instruction* :

SIR. — The local board of the State Normal and Training School at Fredonia, in accordance with the requirements of law, respectfully submits the following report for the year ending July 25, 1890.

LOCAL BOARD.

In the place of Alva Colburn, whose death was reported last year, Mr. F. R. Green has been regularly appointed, and the Board is now as follows: Hon. L. Morris, president, Louis McKinstry, secretary, P. H. Stevens, Hon. M. M. Fenner, F. C. Chatsey, Charles L. Mark, F. R. Green.

FACULTY.

Miss Blair, who was given a leave of absence last year in consequence of poor health, sent her resignation to the board at the close of the year. The resignation was accepted and Miss Gertrude L. Lee has been duly appointed. The Kindergarten room has been divided into recitation rooms for the intermediate department, and Miss Tooke has been granted a year's leave of absence while the extension of the building is being completed. The faculty is now as follows:

Francis B. Palmer, Ph. D., Principal, History and Philosophy of Education.

Myron T. Dana, Ph. B., Vice-Principal, Mathematics.

Andrew Y. Freeman, Superintendent of Practice and Principal of Intermediate Department.

Theodore C. Burgess, A. M., Ancient Languages.

Franklin N. Jewett, A. M., Natural Sciences.

Miss Elizabeth Richardson, Methods and Essays.

Miss Anna McLaury, B. S., English Language, Rhetoric and Literature.

Gertrude L. Lee, Drawing and Modern Languages.

Mrs. Georgine Dewey-Clothier, Vocal Music.

Miss Jeannie E. Kinsman, Principal of Primary Department.

Miss Minnie Archibald, Critic in Intermediate Department.

Miss Nellie F. Palmer, Critic in Primary Department.

Miss Jessie E. Hillman, Instrumental Music.

Miss Mary E. Tooke,* Kindergarten.

Miss Florelle Hovey, Elocution and Reading.

Mrs. Harriet G. Ely, Painting.

GRADUATES.

The following are the names of the graduates from the normal department for the year:

Classical.

Jessie Alletta Burkhardt.....	McDougald's.
Agnes Foley	Dunkirk.
Jenevieve May Wilbur	Fredonia.
Anson Crosby Anderson.....	Ellington.

* Granted leave of absence for a year.

Advanced English.

Nellie J. Lake.....	Perrysburg.
Harry Seaver Scott.....	Fredonia.

Elementary English.

Eva Blanch Abbey.....	Ellington.
Clara Augusta Campbell.....	Perrysburg.
Mabel DeEtta Corey.....	Forestville.
Gertrude Eloise Cutler.....	Jamestown.
Edna Edson.....	Fredonia.
Zada Augusta Ferry.....	Lima, O.
Mattie Ferry.....	Lima, O.
Margaret Ella Foley.....	Dunkirk.
Mary Jannette Harvey.....	Otto.
Mrs. Mary Adelaide Jenks.....	Cherry Creek.
Wilhelmina Carrie Kaltenbach.....	Dunkirk.
Lillian Mitchell*.....	Fredonia.
Mary Chapman Moore.....	Mt. Upton.
Frances Beulah Pierce.....	Dunkirk.
Effie Crissey Quackenbush.....	Chester.
Angerona May Sherman.....	Springville.
Mame Winnifred Toles.....	Dunkirk.
Lida Rachel Waldorff.....	Dunkirk.
Margaret Isabella Waldron.....	Dunkirk.
Mary Isabel Wilcox.....	Fredonia.
Frank Curtis Goulding.....	Fredonia.
Samuel King.....	West Salamanca.
Rebecca R. Weld†.....	Brocton.

BUILDINGS AND GROUNDS.

The buildings have been kept in a good state of repair, and the changes that have been made from time to time to fit them better for the use of the school have proved particularly serviceable. The addition and changes provided for by the last Legislature are well advanced, and are to be completed April first. The building will then be completed except some changes in the present structure, and the expense as per contract is all provided for by the appropriation. It is very necessary to do some things that can not be done with the present appropriation in consequence of the reduction of the amount below the estimated cost, and it will require all the money at first named to make all the changes and secure proper furniture as at first proposed.

REPORT OF PRINCIPAL.

The principal makes the following report concerning the condition of the school:

STATE NORMAL SCHOOL,
FREDONIA, N. Y., October 2, 1890. }

To the Local Board:

The most marked features showing the usefulness of the school under your charge, in the line of work for which it was especially established, are the demands made for our graduates, and the number of under-graduates who are teaching in this and neighboring counties. Every member of the last class has been offered a position to teach, and all but two or three are now either teaching or in school for a longer course. One of those not teaching is out on account of illness, and another expects to go to college. Of under-graduates, many teach a portion of the year to obtain the means for completing their course of studies here. The number of these reported as teaching in this county by the last report of the Department was 118, a larger

* Graduated January 29, 1890.

† Diploma June 18, 1889, but name omitted from last report.

number than was reported of under-graduates in any other county of the State except two. This year there has been a call for more of this class of teachers than we have been able to furnish. The number of normal graduates teaching in the county was seventy-two, a larger number than was reported for any other county except two.

The number of normal pupils who have entered the school for the coming year is the largest, I believe, in the history of the school. When the extension of the building is completed there will be use for all the room, and it is earnestly hoped that all the rooms will be fitted up and furnished before the opening of the school next September. If the industrial work is to be successfully conducted, there will be need of making provision for the additional expense, as was reported last year.

The regulation of the Department by which pupils are received on certificates of certain grades as well as by examination, has resulted in the entrance of about two-thirds of the new students this fall on such certificates.

Respectfully submitted.

FRANCIS B. PALMER,
Principal.

ESTIMATE OF EXPENSES FOR THE YEAR 1891-92.

Teachers' salaries.....	\$15,850 00
Janitor.....	800 00
Fuel	1,400 00
Gas and water rents.....	200 00
Mileage.....	350 00
Chemicals and apparatus.....	250 00
Painting and repairs.....	250 00
Books and stationery.....	500 00
Printing and advertising	400 00
Miscellaneous.....	500 00
Total.....	\$20,500 00
Deduct for tuition.....	500 00
Appropriations needed.....	\$20,000 00

DETAILED REPORT of receipts and expenditures for the Normal School at Fredonia from July 26, 1889, to July 25, 1890.

RECEIPTS.

Balance in hands of local board July 26, 1889.....	\$462 00
From State appropriation for maintenance.....	18,500 00
From State special appropriation.....	1,770 73
From tuition.....	644 65
From all other sources.....	3 00
Total	\$20,923 00

EXPENDITURES.

Teachers' and janitor's salaries.

Francis B. Palmer, principal	\$2,800 00
Myron T. Dana, vice-principal	1,800 00
Andrew Y. Freeman.....	1,400 00
Theodore C. Burgess.....	1,500 00
Franklin N. Jewett	1,500 00
Elizabeth Richardson.....	1,200 00
Anna McLaury.....	800 00
Georgine Clothier.....	500 00
Jeannie E. Kinsman.....	800 00
Minnie Archibald.....	600 00
Nellie F. Palmer	500 00

NORMAL SCHOOLS — FREDONIA.

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F. Florelle Hovey.....	\$600 00
William E. Judd.....	800 00
Mary E. Tooke.....	250 00
Total teachers' salaries.....	<u>\$15,050 00</u>
P. J. Morris, janitor.....	<u>\$800 00</u>

From appropriation for maintenance.

Audit of October 31, 1889:	
C. F. White & Co., advertising.....	\$18 18
F. B. Palmer, disbursements.....	11 83
B. H. Tyler, books and chemicals.....	33 87
Pritchard & Woodcock, coal.....	29 21
Geo. W. Blood, furniture.....	41 35
A. Collis, painting.....	3 75
Wheelock & Houser, coal.....	1,043 84
L. C. Stevens, wood.....	80 50
Mrs. E. L. Martin, labor.....	32 50
Water Board, water rent.....	39 00
D. N. Furnagieff, labor.....	9 00
Mrs. John Moliski, labor.....	10 50
John Moliski, labor.....	21 50
F. W. Young, printing.....	34 53
Total.....	<u>\$1,410 26</u>

Audit of February 10, 1890:	
Students, mileage.....	\$151 27
Wellman Bros., brooms.....	9 60
H. G. Dunkley, mason.....	36 42
W. T. Chapman, agent, freight.....	4 19
W. T. Chapman, agent, freight.....	5 83
A. C. Goodwin, diploma.....	1 00
F. B. Palmer, disbursements.....	22 10
Houghton, Mifflin & Co., books.....	6 50
Case & Zahm, hardware.....	53 89
F. W. Scott, hardware.....	20 11
C. F. White & Co., printing.....	70 54
H. G. Dunkley, mason.....	2 50
Crandall, Bassett & Co., stone.....	24 00
Herman & Reuther, blacksmithing.....	3 95
Victor Manufacturing Company, ink.....	3 40
Walter Hayward, labor.....	13 75
K. F. Hayward, labor.....	4 25
U. G. Hendee, books, etc.....	18 55
Geo. H. White, carpenter.....	46 31
L. C. Stevens, wood, etc.....	7 25
Natural Gas Light Company, gas bills.....	127 33
Natural Gas Light Company, plumbing.....	112 37
L. S. Huntley, painting.....	3 95
L. S. Huntley, painting.....	4 50
Fredonia "Censor," advertising.....	32 34
Dunkirk Printing Company, advertising.....	4 00
"Educational Gazette," advertising.....	5 00
"School Bulletin," advertising.....	10 84
Olean "Times," advertising.....	2 00
Norwich "Telegraph," advertising.....	5 00
Cattaraugus "Republican," advertising.....	2 50
Friendship "Register," advertising.....	2 00
Warsaw "New Yorker," advertising.....	3 00
G. W. Wiley, grates.....	15 20
Total.....	<u>\$835 44</u>

Audit of June 20, 1890:	
A. C. Goodwin, diplomas.....	\$13 00
A. C. Goodwin, diplomas.....	29 00
Students, mileage.....	154 26
Root & Sons, music.....	9 00
Chatsey & Clothier, books.....	29 65
C. F. White & Co., printing.....	90 06
P. H. Stevens, ribbon, etc.....	9 40
F. B. Palmer, disbursements.....	90 08
F. B. Palmer, disbursements.....	20 17
Total.....	<u>\$444 62</u>

Audit of July 24, 1890:	
H. A. Buck, pattern.....	\$1 75
F. A. Ellis, advertising.....	2 00
P. J. Morris, disbursements.....	7 37

H. McNeill, mounting photographs.....	\$3 28
Village of Fredonia, water rent.....	51 50
William Willson, mason.....	5 15
John Morian, wheelbarrow.....	4 00
George H. White, estate, carpenter.....	4 00
F. H. Edmunds, chemicals.....	21 51
M. M. Fenner, com. expenses.....	11 10
Georgine Clothier, piano rent.....	50 00
Natural Gas-light Company, plumbing.....	18 10
Natural Gas-light Company, gas bills.....	66 10
F. B. Palmer, paid advertising.....	20 08
H. C. Robinson, books.....	5 35
W. McKinstry & Son, printing.....	193 75
F. C. Chatsey, chemicals.....	102 41
Total	<u>\$567 45</u>

From special appropriations.

Audit of October 31, 1889:	
Mary E. Tooke, apparatus	\$27 50
Hensel, B. & Lorbacher, express on casts	23 65
American Express Company, express on casts	16 00
Miss E. Richardson, paid casts.....	162 05
W. S. Hayward, moving boiler	36 00
Hensel, B. & Lorbacher, charges on casts.....	51 55
Total	<u>\$316 75</u>
Audit of February 10, 1890:	
Erie City Iron Works, boiler and building	\$1,291 86
W. T. Chapman, agent, freight on boiler.....	18 41
Harell Steam Heating Company, plumbing	21 02
John Moliski, labor	8 25
Case & Zahm, plumbing	114 44
Total	<u>\$1,453 98</u>
Total from special appropriation	<u>1,770 73</u>

RECAPITULATION.

Receipts	\$20,923 00
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Expenditures.

Teachers' salaries.....	\$15,050 00
Janitor's salary.....	800 00
Audit of October 31, 1889.....	1,410 26
Audit of February 10, 1890	835 44
Audit of June 20, 1890.....	444 62
Audit of July 24, 1890.....	567 45
Audits from special appropriation.....	<u>1,770 73</u>
Total.....	<u>20,878 50</u>
Balance in hands of local board.....	<u>\$44 50</u>

STATE OF NEW YORK, }
CHAUTAUQUA COUNTY. } ss.:

L. Morris, president, and L. McKinstry, secretary, of the local board of managers of the State Normal School at Fredonia, being duly sworn, say, and each for himself deposes and says, that the foregoing account of the receipts and expenditures for said school during the year ending July 25, 1890, is true to the best of his knowledge and belief.

LORENZO MORRIS,
President.
L. MCKINSTRY,
Secretary.

Sworn to before me, this 17th }
day of October, 1890. }

FRED W. PLATO,
Notary Public.

GENESEO.

NINETEENTH ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL SCHOOL AT GENESEO.

Hon. A. S. DRAPER, *Superintendent of Public Instruction*:

SIR.—The local board of trustees of the State Normal and Training School, in accordance with the requirements of law, herewith transmits its nineteenth annual report:

ATTENDANCE.

The whole number of students enrolled in the various departments of the school during the year ending July 25, 1890, was as follows:

Normal department	464
Academic department	75
School of Practice:	
Intermediate department	158
Primary department	182
	<hr/>
	879
	<hr/>

GRADUATES.

The whole number of persons who have received diplomas from the school is as follows:

Males	131
Females	477
	<hr/>
Total	608
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The number of persons graduated during the year was:

Males	14
Females	59
	<hr/>
Total	73
	<hr/>

Graduates of 1890.

Name.	Post-office address.	County.
Jennie M. Adams.....	South Livonia.....	Livingston.
James H. Bowen.....	Haskinville	Steuben.
Henry A. Baker.....	Union Hill.....	Monroe.
Jessie Budrow.....	Moscow.....	Livingston.
Nellie M. Beardsley.....	Portageville.....	Wyoming.
Clara Bell	Stafford	Genesee.
Mary E. Babcock	Belfast.....	Allegany.
Harriet Bell.....	Stafford	Genesee.
Henrietta B. Cleveland.....	Naples.....	Ontario.
Robertie A. Corey.....	Webster	Monroe.
Mary Cleary.....	Clyde	Wayne.
Carolyn C. Chapin.....	Rochester	Monroe.
Lizzie E. Carpenter	Honeoye Falls	Monroe.
Marguerite L. Curry.....	Clyde	Wayne.
Helen B. Carney.....	Le Roy.....	Genesee.

Name.	Post-office address.	County.
Alfred N. Crandall.....	Portville.....	Cattaraugus.
Alice M. Chidsey.....	Nunda.....	Livingston.
Cessford R. Cullings.....	York.....	Livingston.
Nellie Dennis.....	Mt. Morris.....	Livingston.
H. Adela Dunn.....	West Henrietta.....	Monroe.
Mary Egan.....	Victor.....	Ontario.
Frederick W. Fisher.....	Clarence.....	Erie.
Jennie L. Fuller.....	Black Creek.....	Allegany.
Mary N. Fitzgerald.....	Cayuta.....	Schuyler.
Minnie L. Graves.....	Castile.....	Wyoming.
Virginia E. Graham.....	Bradford, Pa.....	McKean.
Rose E. Gardner.....	Otto.....	Cattaraugus.
Florence A. Hamilton.....	West Rush.....	Monroe.
Arabelle A. Horton.....	Victor.....	Ontario.
Martha E. Howes.....	East Bloomfield.....	Ontario.
Harriet A. Hobart.....	Friendship.....	Allegany.
Lillian E. Hammond.....	Union Springs.....	Cayuga.
Ella L. Heath.....	Geneseo.....	Livingston.
Bertha M. Hardcastle.....	Denver, Col.....	Arapahoe.
Mary J. Hammond.....	Friendship.....	Allegany.
Amarilla Horton.....	Victor.....	Ontario.
Mary Kinsella.....	Trumansburg.....	Tompkins.
Albert L. Lewis.....	Akron.....	Erie.
William S. Long.....	Geneseo.....	Livingston.
Edson L. Moore.....	Geneseo.....	Livingston.
Julia Meade.....	Geneseo.....	Livingston.
Julia DeC. McGraw.....	Angelica.....	Allegany.
Gertrude L. McDonald.....	South Livonia.....	Livingston.
G. Hastings McNair.....	Mt. Morris.....	Livingston.
T. Elvira Martin.....	West Rush.....	Monroe.
Carlotta L. McIntyre.....	Perry.....	Wyoming.
Isabella McKenzie.....	Caledonia.....	Livingston.
Edith C. Megaffee.....	North Cohocton.....	Steuben.
Catherine Moran.....	Clyde.....	Wayne.
Nellie L. Mann.....	Corning.....	Steuben.
Burr W. Mosher.....	Afton.....	Chenango.
Martha Newton.....	Henrietta.....	Monroe.
Irene E. Palmer.....	Oakdale, Neb.....	Antelope.
Frank L. Peckham.....	Angelica.....	Allegany.
Mina S. F. Powers.....	Palmyra.....	Wayne.
Frederick R. Place.....	Caledonia.....	Livingston.
Wallis G. Rowe.....	Afton.....	Chenango.
Eveline E. Reeves.....	North Java.....	Wyoming.
Bessie Rector.....	Geneseo.....	Livingston.
Mary E. Sharp.....	Geneseo.....	Livingston.
Celia R. Slack.....	Greigsville.....	Livingston.
S. Jane Simpson.....	Turtle Point, Pa.....	McKean.
Emma C. Scoville.....	Syracuse.....	Onondaga.
Margaret C. Scanlan.....	Le Roy.....	Genesee.
Jessie E. Shaub.....	Lyons.....	Wayne.
Frank R. Sutley.....	East Java.....	Wyoming.
Flora S. Sheldon.....	Perry.....	Wyoming.
Stanley Shepard.....	Geneseo.....	Livingston.
Minnie M. Tucker.....	Clyde.....	Wayne.
Alma M. Taylor.....	Oakfield.....	Genesee.
Lena Whiting.....	Jasper.....	Steuben.
Alice E. Weeks.....	Rose.....	Wayne.

LOCAL BOARD.

There have been no changes in the local board of trustees since the last report was presented. The names of the persons composing the board are as follows:

Hon. James Wood, president; William A. Brodie, secretary; Ephraim F. Curtis, treasurer; Adoniram J. Abbott, Col. John Rorbach, Hon. Solomon Hubbard, Hon. James W. Wadsworth, Dr. Walter E. Lauderdale, William A. Wadsworth.

FACULTY OF INSTRUCTION.

The corps of teachers remains the same as at the time of the last report, except that Miss Cora E. Northrop has been granted a year's leave of absence, and that Miss Elizabeth V. Rorbach has been engaged to fill her place.

The following schedule contains the names of the present instructors, with the departments to which they have been assigned.

John M. Milne, A. M., Ph. D., Principal, Psychology and Didactics.

Reuben A. Waterbury, A. M., Ph. D., Mathematics and Methods.

Hubert J. Schmitz, Ph. D., Natural Sciences.

Frank E. Welles, Ph. B., Ancient Languages.

Miss Myra P. Burdick, Preceptress, Rhetoric, Literature and French.

Miss Jennie C. Coe, Algebra and Methods.

Mrs. Emeline S. Curtiss, Grammar and History.

Miss Mary E. Burns, Botany, Geography and Composition.

Mrs. Phebe B. Hall, Superintendent of Intermediate Department.

Miss Lizzie McBride, Critic in Intermediate Department and Methods.

Miss Sara A. Goheen, Superintendent of Primary Department.

Miss Elizabeth V. Rorbach, Critic in Primary Department.

Mrs. Louise M. Abbott, German.

Miss Mary E. Parks, Vocal Music.

Miss Maria W. Chichester, Drawing and Painting.

Miss Sarah Parry, O. B., Elocution.

Mrs. J. L. Fraley, Instrumental Music.

DETAILED STATEMENT of the receipts and disbursements for the year ending July 25, 1890.

RECEIPTS.

Amount in hands of local board, July 26, 1889.....	\$5 15
Amount received from State Treasurer for maintenance.....	19,868 56
Amount received from special appropriation.....	1,756 87
Amount of tuition receipts.....	1,203 40
Total.....	<u>\$22,833 98</u>

PAYMENTS.

Amount paid for teachers' salaries.....	\$14,800 00
Amount paid for salary of janitor.....	799 99
Amount paid for mileage of pupils.....	818 67
Amount paid for library, text-books and apparatus.....	556 67
Amount paid for repairs and improvements.....	2,109 50
Amount paid for incidentals.....	3,660 60
Amount in hands of local board, July 25, 1890.....	88 55
Total.....	<u>\$22,833 98</u>

DETAILED STATEMENT OF PAYMENTS.

Teachers' salaries.

W. J. Milne.....	\$560 00
John M. Milne.....	2,560 00
Reuben A. Waterbury.....	1,600 00
Hubert J. Schmitz.....	1,600 00
Frank E. Welles.....	1,280 00
Myra P. Burdick.....	1,000 00
Jennie C. Coe.....	1,000 00
Phebe B. Hall.....	700 00
Emeline S. Curtiss.....	600 00
Sarah A. Goheen.....	600 00
Sarah Parry.....	600 00
Lizzie McBride.....	550 00
Mary E. Burns.....	500 00
Cora E. Northrop.....	500 00
Maria W. Chichester.....	500 00
Mary E. Parks.....	350 00
Louise M. Abbott.....	300 00
Total.....	<u>\$14,800 00</u>

Library, text-books and apparatus.

W. W. Killip, installments on piano.....	\$150 00
F. W. Keis, binding books, etc.....	85 85
Rochester Optical Company, photograph apparatus	27 80
Eimer & Amend, chemicals.....	14 84
Gundach Optical Company, lenses.....	12 00
Arthur H. Rogers, chemicals.....	52 94
Daniel Appleton & Co., books.....	18 96
Rudolph Schmidt & Co., apparatus.....	18 53
Arthur H. Rogers, chemicals.....	14 75
Eimer & Amend, chemicals.....	12 90
Arthur H. Rogers, chemicals.....	11 65
Weed, Parsons & Co., book	2 50
L. W. Crossett, books.....	67 45
W. W. Killip, installment on piano and tuning.....	54 00
Effingham Maynard & Co., books	12 50
Total.....	<u>\$556 67</u>

Repairs and improvements.

J. B. Harris, iron and labor.....	\$36 38
Stevens, Bacon & Co., hardware.....	24 78
S. C. Green, steam-fitting.....	21 87
John Vickers, labor.....	10 00
Fenno & Newton, rugs, etc.....	6 07
E. D. Whitney, labor.....	5 75
Chas. M. Proctor, repairs on typewriter.....	4 70
J. C. Foley, labor.....	3 60
Wells Brewer, labor	2 50
Electric Programme Clock Company, clock.....	41 00
C. M. Herrick, labor	11 38
Stevens, Bacon & Co., hardware.....	5 68
Wicker & Hendershott, hardware.....	4 55
Stevens, Bacon & Co., hardware.....	59 64
W. J. Milne, desk	30 00
A. W. Butterway, labor, lumber, etc.....	13 59
Wicker & Hendershott, hardware.....	16 99
Mate Bros., labor	8 90
Jas. S. and C. W. Wadsworth, compost	8 00
Geo. P. Barclay, grates, etc.....	22 25
Mary S. Vail, labor	15 00
Curtiss & Carpenter, lumber	215 97
W. R. Emory, labor.....	38 25
Martin Joyce, labor.....	5 25
John W. Vickers, use of hoisting machine	6 00
J. C. Foley, labor.....	19 20
Hiram Leonard, labor.....	54 13
Charles Leonard, labor	22 50
W. H. H. Lamson, labor.....	24 75
Frank Bliss, labor.....	5 25
Frank Squires, labor.....	2 25
Charles Snyder, labor.....	11 25
Charles S. Scott, labor	11 25
A. Lampman, labor	33 00
E. Dytom, labor	24 75
E. D. Whitney, labor	25 00
Frank Rudd, labor	17 13
Stevens, Bacon & Co., hardware	117 50
Curtiss & Carpenter, lumber	338 46
Willard & Scheffer, cement and sand, etc.....	22 45
Wicker & Hendershott, hardware.....	1 44
Joseph Cone, sand.....	1 13
David Burroughs, labor	11 00
W. R. Emory, labor.....	28 13
E. D. Whitney, labor	32 85
A. Lampman, labor.....	18 75
Ed. Dytom, labor	18 75
Frank Bliss, labor.....	12 00
Hiram A. Leonard, labor.....	27 50
Wm. H. H. Lamson.....	25 88
Chas. S. Scott, labor	15 75
Geo. W. Hyde, labor.....	3 00
J. C. Foley, labor.....	33 50
Genesee Valley Manufacturing Company, castings.....	6 20
L. W. Crossett, supplies.....	33 60
Stevens, Bacon & Co., hardware.....	22 83
S. C. Green, labor.....	22 55
Decal Hakes, labor.....	14 25
Wm. Dyer, flagging	373 98
Frank Rudd, flagging.....	7 50

Chas. Snyder, flagging.....	\$7 88
E. D. Whitney, labor.....	11 88
Willard & Scheffer, lumber.....	10 05
W. R. Emory, labor.....	7 88
Ed. Dytom, labor.....	7 50
Wm. H. H. Lamson, labor.....	6 75
Total	<u>\$2,109 50</u>

Amount paid for other expenses.

Curtiss & Carpenter, coal and carting.....	\$1,263 12
Geneseo Gas Company, coke and brick.....	106 00
Village of Geneseo, water rents.....	100 00
A. R. Scott & Co., advertising, etc.....	156 00
Alpha Lampman, labor.....	29 25
E. L. Baker, clerk.....	240 00
Livingston Democrat, printing, etc.....	32 00
Geneseo Gas Company, gas.....	24 50
White Bros., trees and plants.....	44 25
W. J. Milne, paid for freight, etc.....	19 56
Chas. Foote, clerk.....	18 00
William E. Milne, labor.....	5 00
Stanley Shepard, labor.....	5 00
A. P. Chapin, advertising.....	5 00
F. M. Robbins, ribbon.....	9 00
C. W. Bardeen, advertising.....	3 50
Lantry & Proctor, ribbons for typewriter.....	3 00
Geneseo Gas Company, gas.....	88 49
A. R. Scott & Co., periodicals, etc.....	176 25
Village of Geneseo, water rents.....	100 00
Edith Morey, labor.....	30 00
Bertha Morey, labor.....	30 00
John M. Milne, postage and express.....	20 00
J. R. Coddington, supplies.....	14 89
Ayrault & Cox, seed.....	11 81
H. E. Bolton, work in laboratory.....	10 00
J. B. Harris, labor.....	9 91
Livingston Democrat, printing.....	9 25
W. A. Brodie, book and expressage.....	6 00
John Houston, plants.....	5 50
T. H. McAllister, lamp.....	5 00
C. M. Herrick, teaming.....	4 50
F. E. Lang, labor.....	4 20
D. H. Stringham, model dater, etc.....	3 09
E. Dytom, labor.....	3 00
W. J. Milne, expenses.....	2 20
Western Union Telegraph Company, telegrams.....	1 64
W. K. Harris, matches.....	1 00
John Crawford, teaming.....	75
Willard & Scheffer, coal and lumber.....	220 10
T. E. Burns, insurance.....	100 00
L. W. Crossett, school supplies.....	30 45
Edward Dytom, labor.....	92 00
Alpha Lampman, labor.....	41 45
Geneseo Gas Company, gas.....	100 12
A. R. Scott & Co., stationery and printing.....	27 75
F. B. Palmer, advertising.....	20 12
John M. Milne, stamps, etc.....	19 80
H. E. Bolton, work in laboratory.....	30 00
A. P. Chapin, advertising.....	8 75
Albert C. Goodwin, diplomas.....	74 00
J. R. Coddington, brooms.....	3 00
Chas. Foote, rent of typewriter.....	2 00
C. W. Bardeen, maps.....	1 50
White Bros., plants, etc.....	43 60
Geneseo Gas Company, gas.....	43 19
Alpha Lampman, labor.....	42 10
Geo. B. Ramsdell, cuts of building.....	40 00
A. R. Scott & Co., stationery, etc.....	20 00
F. B. Palmer, advertising.....	20 13
Edward Dytom, labor.....	18 00
J. M. Milne, postage.....	17 73
L. W. Crossett, sundries.....	13 50
R. M. Myers, legal cap.....	12 50
Curtiss & Carpenter, coal.....	8 85
John Houston, plants.....	4 80
J. R. Coddington, supplies.....	4 50
Total.....	<u>\$3,660 60</u>

STATE OF NEW YORK, }
COUNTY OF LIVINGSTON. } ss. :

James Wood, president of the local board, and William A. Brodie, secretary, being duly sworn, say, and each for himself says, that he has examined the foregoing statement of receipts and expenditures and that he believes the same to be correct.

JAMES WOOD.
WM. A. BRODIE.

Sworn to before me, this 20th }
day of September, 1890. }

JNO. YOUNG,
Notary Public.

NEW PALTZ.

FIFTH ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT NEW PALTZ.

HON. A. S. DRAPER, *Superintendent of Public Instruction*:

SIR.—The local board of the State Normal and Training School at New Paltz, Ulster county, hereby submits its fifth annual report for the year ending July 25, 1890.

LOCAL BOARD.

No changes have occurred in the local board. It is composed of the following gentlemen:

Hon. Albert K. Smiley, president, Mohonk Lake; Solomon Deyo, Esq., secretary, New Paltz; Dr. Charles W. Deyo, treasurer, Kingston; Hon. Jacob LeFever, New Paltz; Hon. George H. Sharpe, Kingston; Hon. Alton B. Parker, Kingston; Josiah J. Hasbrouck, Esq., New Paltz; Hon. Jacob D. Wurts, Kingston; Lambert Jenkins, Esq., Forest Glen.

FACULTY.

The following changes have occurred in the faculty:

Miss Alice DeVoe not being able to take up her work at the beginning of the year, Miss Mary D. Squires was employed as critic in the intermediate department. As Miss DeVoe had not sufficiently recovered to resume her work at the beginning of the second term, Miss Squires was continued through the year.

Miss Kate M. Denison, Miss Carrie Van Valin and Miss Isabelle N. Arrow resigned their positions, to take effect at the end of the year.

The following nominations were made and approved to fill vacancies in the faculty: Mary D. Squires, Elizabeth D. Fisher and Anna M. Reed.

The schedule which follows contains the names of the present instructors and the departments to which they have been assigned:

Frank S. Capen, A. M., Ph. D., Principal, Psychology and Didactics.
George Griffith, A. B., Mathematics.

Henry L. Griffis, A. M., Natural Sciences.

Villa F. Page, Methods and Elocution.

Isabel N. Tillinghast, A. B., English Language and Literature.

K. A. Gage, A. M., Ancient Languages.

Mary L. Freeman, A. M., Modern Languages and History.

Mary A. Lathrop, Vocal Music, Drawing and Physical Culture.

Alice C. DeVoe, Methods and Principal of Intermediate Department.

Franc M. Witter, Methods and Principal of Primary Department.

Mary D. Squires, Critic in Intermediate Department.

Elizabeth D. Fisher, Critic in Primary Department.

Anna M. Reed, Assistant in School of Practice.

Clara D. Norton, Instrumental Music.

ATTENDANCE.

The whole number of students enrolled in the various departments during the school year ending July 25, 1890, was as follows:

Normal Department.....	139
Academic Department.....	18
Training School:	
Intermediate Department.....	157
Primary Department.....	116
Total.....	430

Average number of students in attendance for each of the departments respectively during said year:

Normal.....	106.4
Academic.....	13.7
Intermediate.....	111.8
Primary.....	78.2
Total.....	310.1

Average age of pupils in the Normal Department at the time of entering:

Male.....	19.4
Female.....	19.2

GRADUATES.

The number of graduates during said year:

Normal Department.....	30
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The whole number of persons who have received normal diplomas from the school is as follows:

Males.....	25
Females.....	62
Total.....	87

Graduates of February 4, 1890.

Name.	County.	Theme.
Bird Ahen.....	Ulster.....	The Animals of South America.
Clara Cochrane.....	Sullivan.....	In Acadia with Evangeline.
Grace Cochrane.....	Sullivan.....	Uncle Tom without a Cabin.
Cornelia F. Gillespie.....	Orange.....	The Value of an Aim.
Mary S. Searles.....	Westchester.....	The Ethics of Politics.
Lucy A. Smith.....	Suffolk.....	People We Meet.
Washington I. Travis.....	Ulster.....	The Future of America.
Elizabeth P. Whitney.....	Broome.....	The Good Old Days of Yore.

Graduates of June 24, 1890.

Name.	County.	Theme.
Mary E. Armstrong.....	Orange.....	Advantages of a Good Education.
Jennie M. Capron.....	Orange.....	The Theateramong Primitive People.
Eva L. Dayton.....	Orange.....	Preventable and Unpreventable Causes of Failure.
Margaret Du Bois.....	Ulster.....	The World We Live In.
Solomon E. Du Bois.....	Ulster.....	The Bounds of Personal Liberty.
Eudora T. Eltinge.....	Ulster.....	The Ideal School.
Anna B. Hammond.....	Dutchess.....	A Modern Hero.
Edith J. Hulbert.....	Westchester.....	The Religion of George Eliot.

Name.	County.	Theme.
John J. Jenkins.....	Ulster	The True Aim in Life.
Louisa R. Judkins.....	Ulster	American Leisure.
Laura E. Mann	Fulton	The Early Life and Education of Walter Scott.
Hester E. Marsh	Ulster	The Early Days of Kingston.
Harriet L. Marsh	Ulster	Night Brings Out the Stars.
Eleanor Reed.....	Putnam	Economy of Strength versus Econ- omy of Money.
Linda J. Rowe	Orange	Life Fabrics.
Grace Schoonmaker.....	Ulster	Shakespeare is Immortal.
William G. Liddell.....	Orange	Looking Backward
Carrie I. Skidmore.....	Queens.....	What the White Man Owes the Indian.
Clara Stephens.....	Ulster	Women in Mathematics.
Anna D. Thayer	Orange	Woman's Influence in Society.
Gideon B. Travis	Ulster	Light After Darkness.
Elizabeth Van Orden.....	Orange.....	Influence of the Press.

The graduates mentioned above represent ten counties of the State, namely, Ulster, Sullivan, Dutchess, Broome, Orange, Putnam, Queens, Westchester, Fulton, Suffolk.

ALUMNI ASSOCIATION.

(Organized June, 1889.)

Officers, 1889-1890.

Louis Palen, president; Esther T. Brown, John J. Jenkins, vice-presidents; Carrie Van Valin, secretary; Easton Van Wagenen, treasurer; Lanetta Elting, John U. Gillett, Frank Elmore, Amelia Coe, executive committee.

Literary exercises, June 23, 1890.

Piano Solo.....	Miss Ella Du Bois.
President's Address.....	Louis E. Palen.
A Historical Sketch.....	Corodon Norton.
Music	Vocal Quartette.
Useful Labor versus Parlor Pride.....	Amelia Coe.
Poem.....	Mary M. Romeyn.
Music	Male Quartette.
The Influence of the Press.....	George B. German.
Recitation	Carrie Clark.
Song	By the Association.

Officers, 1890-1891.

John U. Gillet, president; Mabel Elting, Solomon Du Bois, vice-presidents; Elizabeth Van Wagenen, secretary; Easton Van Wagenen, treasurer; Louis Palen, Emma La Fevre, Charles Perrine, John J. Jenkins, Lizzie Van Orden, Lanetta Elting, Esther Brown, W. Irving Travis, Louisa Judkins, executive committee.

REPORT OF PRINCIPAL.

To the Local Board of Trustees :

GENTLEMEN.—The past year is an important landmark in the history of the school. The new addition has been finished, furnished and occupied. Advantage was taken of the holiday vacation for furnishing, and on January seventh, when the school reassembled, it took possession of the entire building. Although now enjoying nearly three times the room we have hitherto had, there is none too much for our present requirements. The near future is likely to make severe demands upon our present accommodations.

Several important changes have been made in the original building. The former normal chapel has been furnished with new seats and is now used for the primary chapel. By removing partitions, we have

doubled the size of the text-book library, the reading-room and the workshop. The room formerly used as the intermediate chapel has been fitted up in the most complete manner as a chemical laboratory. The entire third floor, with the exception of two rooms, is devoted to science, and facilities are offered for study and investigation in this line second to none.

The new building has been furnished throughout in an economical manner, and with a view to accommodating the school in the best way possible for its work.

The entire building has been lighted with gas. The Terrell Gas Machine Company of New York has placed one of its excellent machines for the manufacture of gas, and all rooms where light is likely to be needed have been supplied with fixtures. The machine works well and a quality of gas is delivered which leaves nothing further to be desired in this line.

Two full sets of carpenters' tools have been placed in the room set apart for manual training, and the room itself enlarged and conveniently fitted up for work. We are now carrying out the requirements in this direction and have excellent facilities for doing so.

Fire-escapes have been placed on the north and east sides of the building. These, with the two stairways in the building, make ample provision for any emergency.

Grading has been begun upon the grounds, but for lack of funds has not been completed. Flag walks have been laid upon three sides of the building, and access to it very much improved.

The Alumni Association held its first public exercises and dinner at the close of commencement week in June. Nearly all the graduates were present and the reunion was full of enthusiasm.

Our graduates find little difficulty in obtaining good positions, and almost all of them are teaching in the schools of the State. Notwithstanding the large class graduated in 1889, the number in the school has been more than made good. The school is steadily growing in numbers and efficiency. The number of normal students, by years, since the school opened, is as follows: 1886, 39; 1887, 80; 1888, 113; 1889, 125; 1890, 139. The outlook for the school is bright and promising. The public is just beginning to find out what excellent facilities are here offered for preparing to teach in the public schools of the State. The atmosphere of the school is thoroughly professional, and the one aim of all is to make the most of themselves as teachers.

DETAILED STATEMENT of receipts and disbursements of the State Normal and Training School at New Paltz, for the year ending July 25, 1890.

RECEIPTS.

Amount in hands of local board, July 26, 1889.....	\$517 38
Amount received from State Treasurer for maintenance.....	19,269 43
Amount received from special appropriations.....	35,282 59
Amount received for tuition.....	821 00
Amount received from all other sources.....	800 00
Total.....	<u>\$56,690 40</u>

PAYMENTS.

Amount paid for teachers' salaries.....	\$13,200 00
Amount paid for salary of janitor.....	757 48
Amount paid for mileage.....	310 63

Amount paid for library, text-books and apparatus.....	\$845 55
Amount paid for repairs and improvements.....	35,951 23
Amount paid for all other expenses.....	5,122 51
Amount in hands of local board, July 25, 1890.....	503 00
Total.....	<u>\$56,690 40</u>

DETAILED STATEMENT OF PAYMENTS.

Teachers' salaries.

Frank S. Capen.....	\$2,800 00
George Griffith.....	1,800 00
Henry L. Griffiths.....	1,600 00
Villa F. Page.....	900 00
Isabel N. Tillinghast.....	750 00
K. A. Gage.....	900 00
Mary L. Freeman.....	800 00
Mary A. Lathrop.....	800 00
Kate M. Denison.....	650 00
Franc M. Witter.....	700 00
Mary D. Squires.....	600 00
Carrie Van Valin.....	500 00
Isabel N. Arrow.....	400 00
Total.....	<u>\$13,200 00</u>

Janitors' Salaries.

George Drake.....	\$437 50
Malvern H. Branigan.....	319 98
Total.....	<u>\$757 48</u>

Mileage.

Fall term, paid normal students.....	\$150 32
Spring term, paid normal students.....	160 31
Total.....	<u>\$310 63</u>

Library, text-books and apparatus.

Paid from regular appropriation:	
Eastern Educational Bureau, reference books.....	\$3 25
Publishers Weekly, reference book.....	2 00
The Baker & Taylor Company, reference books.....	72 82
Arthur M. Abell, reference book.....	3 00
Houghton, Mifflin & Co., reference books.....	7 50
D. C. Heath & Co., reference books.....	5 38
C. W. Bardeen, reference books.....	5 92
George P. Rowell, reference books.....	5 00
Weed, Parsons & Co., reference books.....	14 50
Fords, Howard & Hulbert, reference books.....	17 50
Charles L. Webster, reference books.....	30 00
O. B. Chamberlain, reference books.....	50
D. C. Heath & Co., text-books.....	45 12
Henry Holt & Co., text-books.....	26 25
D. Appleton & Co., text-books.....	82 54
C. W. Bardeen, text-books.....	10 06
The Baker & Taylor Company, text-books.....	157 56
Ginn & Co., text-books.....	70 40
Harper Bros., text-books.....	5 04
Iverson, Blakeman & Co., text-books.....	51 53
James Barney, text-books.....	5 34
E. Steyer & Co., text-books.....	3 71
Weed, Parsons & Co., text-books.....	10 00
Taintor Bros. & Co., text-books.....	21 38
Richards & Co., apparatus.....	6 00
Eimer & Amend, apparatus.....	55 36
The Scovill & Adams Company, apparatus.....	6 00
Fairbanks & Co., apparatus.....	40 00
P. M. Hood, apparatus.....	81 89
Total.....	<u>\$845 55</u>

Repairs and improvements.

Paid from regular appropriation:	
Gilbert & Barker Manufacturing Company, piping.....	\$22 00
Henry L. Griffiths, electric bells, labor, etc.....	140 95
Charles Smith, calcimining.....	2 50
Francis & Co., stair railing.....	2 50

Disco Drake, painting	\$11 50
A. V. N. Elting & Son, lumber	89 91
P. M. Hood, labor and material	101 95
Albert Manterstock, doors and sashes	20 15
Abram Le Fevre, surveying and material	30 00
Robert I. Benjamin, labor, grading	30 65
Edgar Van Keuren, labor, grading	37 65
A. C. Brundage, labor, grading	17 55
Augustus Cohn, labor, grading	13 50
John Marcele, labor, grading	10 88
James Coy, labor, grading	9 00
Augustus Freer, labor, grading	12 00
David Terwilliger, labor, grading	15 38
John Clingan, labor, grading	37 50
A. Donaldson, labor, grading	4 00
John W. Ackert, labor, grading	13 50
John L. Rosecrans, lumber and labor	5 00
Jesse Steen, Jr., labor and material	40 21

Total..... \$668 64

Paid from special appropriations:

L. R. Hopkins, builder, on contract	\$17,500 00
L. R. Hopkins, builder, extras	278 78
Henry L. Griffiths, electric bells, labor, etc.	175 00
Fuller & Wheeler, architects	1,317 20
Barnard Loughran, steam heating, etc., on contract	6,039 88
Wickes, Hughes & Griffith, plumbing on contract	2,084 00
Wickes, Hughes & Griffith, plumbing, extras	97 08
George E. Johnston, blackboard paint	50 25
A. M. Lowe, brick	28 00
Disco Drake, slating blackboard	25 00
Augustus Deyo, stone delivered	21 25
John W. Ackert, labor	15 00
Moses Schoonmaker, labor	13 00
A. V. N. Elting & Son, cement, etc.	9 90
Agar, Hamblin & Co., blackboard paint	6 00
J. H. Sprague, sand delivered	3 00
Francis & Co., stair railing	52 64
G. F. & C. E. Brown, shades	60 12
Andrews Manufacturing Company, furniture	3,853 75
W. & T. Sloane, furniture	165 00
Albert Monterstock, furniture	770 00
Wickes, Hughes & Griffith, labor and material	333 37
P. M. Hood, labor and material	820 38
Jesse Steen, Jr., labor and material	532 86
G. F. & C. E. Brown, shades	220 30
Barnard Loughran, labor and material	304 49
Daniel Kniffin, labor	86 25
A. M. Lowe, brick	14 35
A. V. N. Elting & Son, lumber	116 84
John Clingan, labor	81 75
Frank Elmore, labor	17 25
Edward Minnerly, labor	15 00
Robert E. Brown, labor	14 25
Joseph Uhrwiller, labor	17 25
William Simpson, labor	14 25
Peter Elting, labor	9 15
Henry L. Griffiths, engineer work	120 00

Total..... \$35,282 59

Other expenses.

Paid from regular appropriation:

Albert Manterstock, book-cases	\$167 25
Marshall Herrick, step-ladders	7 25
Jonas Crispell, furniture	49 19
M. D. Schipmoes, supplies	1 10
Edward Winter, piano	350 00
Frank C. Howlett, stair treads	70 00
The Unexcelled Fire Works Company, flag and staff	11 00
John G. Myers, supplies	30 79
Library bureau, book supports	8 64
Minnie Carson, furniture	4 44
D. A. Sargent, dumb-bells	16 00
George C. Woolven, furniture	5 50
A. V. N. Elting, coal	947 13
A. P. Chapin, advertising	3 50
Ralph Le Fevre, advertising	3 33
Charles J. Ackert, advertising	5 00
Eastern Educational Bureau, subscription	4 00
Musical Herald Company, subscription	1 00
Forsyth & Wilson, subscription	82 10

T. L. Flood, subscription.....	\$2 00
The Teacher Publishing Company, subscription.....	1 00
The Century Company, subscription.....	3 50
C. W. Bardeen, subscription.....	2 00
Charles J. Ackert, subscription.....	1 00
New York College for Training of Teachers, subscription.....	1 00
Kraft & Learing, subscription.....	1 25
The Journal Company, subscription.....	9 00
Eastern Educational Bureau, story cards.....	25
W. H. Clark, printing.....	4 25
Hudson River Telephone Company, rent, etc.....	81 50
C. W. Bardeen, advertising and supplies.....	25 31
Carrie Van Valin, clerical work.....	24 00
E. L. Kellogg, advertising.....	10 00
Henry Kauper, labor.....	7 00
Mrs. John Ackert, labor.....	7 25
Henry E. Wieber, hose-reel.....	1 50
Scovill Manufacturing Company, supplies.....	25 02
John F. Diemer, filling cases.....	6 90
Richards & Co., supplies.....	53 43
Mrs. George Depew, labor.....	6 25
Mary E. Drake, labor.....	52 83
River Head "Weekly News," advertising.....	2 75
Henry L. Griffis, disbursements.....	20 27
George C. Preston, insurance.....	160 00
M. Le Fevre Elting, insurance.....	140 00
The Whitney Basket Company, lumber and cement.....	10 00
Charles J. Ackert, printing and supplies.....	94 90
Rider Engine Company, oil.....	3 00
James Barney, supplies.....	107 01
G. Wurts Du Bois, supplies.....	165 02
Andrew Du Bois, supplies.....	26 55
Jesse Elting, stamps, etc.....	81 55
Kraft & Learing, printing and advertising.....	224 25
Ralph Le Fevre, printing and advertising.....	74 05
Jesse Stern, labor and material.....	51 95
Augustus Deyo, labor.....	12 90
Stephen Yeaple, labor.....	10 25
George E. Johnston, supplies.....	79 70
John W. Ackert, labor.....	58 75
A. V. N. Elting & Son, lumber and supplies.....	23 02
Cyrus D. Freer, labor.....	17 95
Poughkeepsie News Company, advertising.....	8 40
Kingston Freeman, advertising.....	38 00
Forsyth & Wilson, supplies.....	123 77
Frank S. Capen, disbursements.....	272 64
Platt & Platt, advertising.....	7 00
C. P. Deyo, agent, freight and expressage.....	83 16
T. H. McAllister, supplies.....	1 50
Edgar Van Keuren, labor.....	26 25
Samuel Forrester, supplies.....	8 35
Robert I. Benjamin, labor.....	26 25
Frank B. Mytinger, coloring slides.....	7 50
Fuller & Wheeler, drawing of school building.....	60 00
Owen, McEnery & Co., supplies.....	4 20
Photo-electro Engraving Company, cuts of building.....	22 05
Walter Van Loan, maps.....	2 75
Albert C. Goodwin, lithographing and printing.....	65 50
E. L. Nash, indexed books.....	10 80
M. Dewitt Schipmoes, clock.....	1 25
P. M. Hood, labor and supplies.....	296 26
Matthew McEntee, labor and material.....	11 65
Asa Yeaple, labor, etc.....	3 55
Charles E. Beseler, supplies.....	15 97
W. E. Banning, supplies.....	3 25
August Kohn, labor.....	6 98
Mrs. Robert I. Benjamin, labor.....	2 50
Philip Ginn, labor.....	6 75
William J. Norwood, inspecting boilers, etc.....	29 00
Albert H. Donaldson, labor and supplies.....	19 10
Moses W. Schoonmaker, labor.....	10 00
Mrs. August Kohn, labor.....	2 50
W. F. Stocker, exhibition of phonograph.....	5 00
L. S. Winne & Co., supplies.....	2 97
Cooper & Hardenburgh, supplies.....	17 10
Charles E. Smith, labor.....	3 25
Samuel D. Morey, flag-pole.....	3 50
George Drake, labor.....	25 00
Charles H. Ditson, supplies.....	2 40
Jennie Snyder, labor.....	20 00
Van Wyck & Collins, tablet, cut and set.....	85 00
F. B. Palmer, advertising.....	20 12
Edward Winter, rent of organ and supplies.....	20 00

Mrs. Emily Cohen, labor	\$4 00
Charles Drake & Bro., labor.....	12 17
Bruyn Hasbrouck, supplies.....	10 92
Augustus Freer, labor.....	1 00
Bernard Loughran, labor and material	35 60
R. J. Oliphant, supplies	4 50
Mary A. Lathrop, supplies.....	3 29
Elting Harp, supplies.....	2 50
Margaret A. Ackert, labor	1 50
H. G. Crouch, advertising.....	7 50
W. C. Tamney, horse hire and cartage	10 50
Jonas Crispell, supplies.....	1 00
A. E. Jansen, trees.....	3 00
John Clingan, labor	80 00
Harris A. Freer, supplies	6 76
Scovill & Adams Company, supplies.....	33 45
Charles Smith, painting	10 00
Harry T. Hawkey, labor	12 00
Solomon Du Bois, supplies.....	7 13
J. G. Thayer, labor	10 00
Solomon Deyo & Son, supplies .	26 06
Styles & Bruyn, supplies.....	1 08
Total.....	<u>\$5,122 51</u>

RECAPITULATION.

Total receipts.....	<u>\$56,690 40</u>
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Expenditures.

Teachers' salaries.....	\$13,200 00
Janitors' salaries.....	757 48
Mileage.....	310 63
Library, text-books and apparatus:	
Regular appropriation.....	845 55
Repairs and improvements:	
Regular appropriation.....	668 64
Special appropriation.....	35,282 59
Other expenses:	
Regular appropriation.....	5,122 51
Balance in hands of local board.....	503 00
Total.....	<u>\$56,690 40</u>

ESTIMATE OF THE NECESSARY CURRENT EXPENSES FOR SALARIES AND MAINTENANCE FOR THE YEAR COMMENCING JULY 26, 1891.

For salaries of teachers.....	\$14,000 00
For salary of engineer and janitor.....	800 00
For books, apparatus and periodicals	700 00
For repair of building and improvement of grounds	1,000 00
For furniture and repairing the same.....	800 00
For fuel and lights	1,200 00
For mileage.....	450 00
For other expenses.....	2,000 00
Total... ..	<u>\$20,950 00</u>
Less estimated amount of tuition.....	900 00
Total.....	<u>\$20,050 00</u>

STATE OF NEW YORK, }
COUNTY OF ULSTER. } ss.:

Albert K. Smiley, president of the local board, and Soloman Deyo, secretary, being duly affirmed, say, and each for himself says, that he has examined the foregoing exhibit of receipts and expenditures, and that he believes the same to be correct.

ALBERT K. SMILEY,
President.
SOLOMON DEYO,
Secretary.

Affirmed before me, this 5th }
day of August, 1890. }

CHAS. J. ACKERT,
Notary Public.

ONEONTA.

ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT ONEONTA.

HON. ANDREW S. DRAPER, *Superintendent of Public Instruction*:

SIR.—The local board of the State Normal and Training School at Oneonta, in accordance with the requirements of law, respectfully submits the following report for the year ending July 25, 1890:

LOCAL BOARD.

Since the report of last year Mr. Samuel L. Thurbur, of East Worcester, N. Y., has resigned his position as member of the board. The following is a list of the present officers and members:

William H. Morris, president, Oneonta; Eugene Raymond, secretary, Oneonta; Hon. James Stewart, treasurer, Oneonta; Hon. Frank B. Arnold, Unadilla; George I. Wilber, Oneonta; Hon. Walter L. Brown, Oneonta; Willard E. Yager, Oneonta; Reuben Reynolds, Oneonta; Charles D. Hammond, Albany; Frederick A. Mead, Albany.

FACULTY OF INSTRUCTION.

The following changes have occurred in the corps of instructors since the last report was submitted: Professor E. P. Russell's resignation was accepted early in the year, to enable him to take charge of a responsible and lucrative position in Boston. Miss Jeanette Fisher, of Oneonta, was appointed to take charge of the music for the remainder of the year. Professor William M. Aber resigned his position at the end of the year, to accept the chair of Latin and Greek in Utah Territorial University. Professor Vernon P. Squires, a graduate of Brown University and recently teacher in Worcester Academy, was appointed to fill the vacancy thus made. Miss Elizabeth R. Hull was appointed as critic in the primary department. The following schedule contains the names of the present instructors and the departments to which they have been assigned:

James M. Milne, A. M., Ph. D., Principal, Didactics.

Percy I. Bugbee, A. M., Mathematics.

Charles N. Cobb, A. M., Sciences.

Edwin F. Bacon, Ph. B., Modern Languages.

Vernon P. Squires, A. B., Ancient Languages.

Elizabeth Weingand, Methods and Grammar.

Harriet T. Sanford, Ph. B., English and History.

Elizabeth B. McLellan, Drawing and Physical Culture.

Helen E. Carpenter, Elocution and Expression.

Gertrude Childs, A. B., Music, English and Latin.

Grace B. Latimer, B. S., Principal in Intermediate Department.

Frances A. Hurd, Critic in Intermediate Department.

Mary E. Gillis, Principal in Primary Department.

Elizabeth R. Hull, Critic in Primary Department.

GRADUATES.

The graduates during the year were as follows:

Classical Course.

Edward John Barnes.....	Syracuse, Onondaga county.
Alice Brigden.....	Moravia, Cayuga county.
Caroline Adell Brigden.....	Moravia, Cayuga county.
Elizabeth Rathbun Hull.....	Brooklyn, Kings county
Alice Cynthia King.....	Trumansburgh, Tompkins county.
Frederick Hiram Lane.....	Owego, Tioga county.
Howard Roosa.....	Rosendale, Ulster county.
Grace Elizabeth Whitaker.....	Gloversville, Fulton county.

Advanced English Course.

Ulysses Grant Welch.....	Edmeston, Otsego county.
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Elementary Course.

Eleanor Thomas Baldwin.....	Jefferson, Schoharie county.
Franc Castle Bell.....	West Charlton, Saratoga county.

ATTENDANCE.

For the first year of a normal school the attendance of normal students has been satisfactory and the area of territory represented unusually large. The following twenty-six counties have contributed students to the school during the past year: Allegany, Broome, Cayuga, Chenango, Cortland, Delaware, Fulton, Kings, Madison, Montgomery, Oneida, Onondaga, Ontario, Otsego, Saratoga, Schoharie, Schuyler, Seneca, Steuben, Sullivan, Tioga, Tompkins, Ulster, Washington, Wayne and Yates.

The whole number of students enrolled in the various departments of the school during the year ending July 25, 1890, was as follows:

Normal department.....	143
Academic department.....	25
School of Practice:	
Intermediate department.....	70
Primary department.....	111
	<hr/>
	349

The average attendance for each of the departments for said year was as follows:

Normal students.....	105.76
Academic students.....	6.84
School of Practice:	
Intermediate pupils.....	52.60
Primary pupils.....	68.60
	<hr/>
	233.80

The average age of normal students was as follows:

Males.....	20.46
Females.....	19.94

DETAILED STATEMENT of receipts and expenditures of Oneonta Normal and Training School for the year ending July 25, 1890.

RECEIPTS.

Amount received from appropriation for maintenance.....	\$18,477 05
Amount received from special appropriations.....	51,979 85
Amount received for tuition in all departments.....	1,186 50
Total	<u>\$71,643 40</u>

PAYMENTS.

Amount paid for teachers' salaries.....	\$14,100 00
Amount paid for salary of janitor	700 00
Amount paid for mileage of pupils.....	355 81
Amount paid for library, text-books and apparatus	2,116 99
Amount paid for construction of building.....	25,217 68
Amount paid for repairs and improvements.....	24,693 18
Amount paid for incidentals	3,779 34
Amount in hands of local board, July 25, 1890.....	680 40
Total	<u>\$71,643 40</u>

DETAILED STATEMENTS OF PAYMENTS.

Teachers' salaries.

James M. Milne.....	\$3,300 00
P. I. Bugbee	1,500 00
C. N. Cobb.....	1,500 00
William M. Aber.....	1,000 00
Edwin F. Bacon	1,000 00
E. P. Russell	120 00
Jeanette Fisher.....	180 00
Elizabeth Weingand	1,000 00
Harriet T. Sanford	700 00
Elizabeth McLellan	700 00
Helen E. Carpenter.....	300 00
Gertrude Childs	700 00
Grace B. Latimer.....	700 00
Frances A. Hurd	700 00
Minnie E. Gillis.....	700 00
Total	<u>\$14,100 00</u>

Salary of N. C. Crouch, janitor.....	\$700 00
Mileage of students.....	355 81

Library, text-books and apparatus.

From appropriation for maintenance:	
Ginn & Co., books	\$48 00
From special appropriation:	
C. W. Bardeen, books	1,000 00
Charles L. Webster & Co., books.....	30 00
Ginn & Co., books	41 44
J. B. Lippincott & Co., books	14 58
Fords, Howard & Hurlbert, books	17 50
Leach, Shewell & Sanborn, books.....	52 50
A. S. Barnes & Co., books.....	30 00
Melvil Dewey, books	8 00
Weed, Parsons & Co., books	4 00
Allyn & Bacon, books	10 42
Henry Saunders, books.....	205 80
American Book Company, books	30 00
Joseph McDonough, books.....	170 00
C. W. Bardeen, apparatus.....	338 50
W. A. Choate & Co., apparatus	90 00
D. A. Sargent, apparatus.....	26 25
Total	<u>\$2,116 99</u>

Repairs and improvements.

For grading.....	\$8,366 58
Wm. McCrum & Son, blackboards and furnishings	3,088 72
George B. Shearer, pianos.....	1,603 00
Andrews Manufacturing Company, furniture.....	6,596 95
Henry Bull, hardware supplies	382 03
W. L. Brown, hardware supplies.....	919 65

Otis Electrical Supply Company, electric clock, etc.....	\$315 00
L. S. Emmons, tables, etc.....	111 22
B. H. Loring, agent D. & H. C. Co., freight.....	46 64
O. B. Matteson, agent National Express Company.....	13 90
C. N. Cobb, furnishings.....	25 08
W. S. Fleming, lumber and work.....	233 70
Henry Saunders, wall paper.....	75 46
Tobey & Gurneys, carpets and furnishings.....	718 51
I. P. Frink, gas fixtures.....	196 00
Benjamin & Aylesworth, furniture.....	331 75
Archer & Pancoast Company, gas fixtures.....	747 22
Pierce, Butler & Pierce, ventilating apparatus.....	253 00
Peter Weidman, labor.....	73 25
W. H. Woodin, lumber and labor.....	488 68
George Krueger, mantel.....	74 42
William J. Norwood, inspecting ventilating and heating apparatus.....	32 42
Total	<u>\$24,693 18</u>

Incidentals.

D. Whipple & Son, coal.....	\$793 66
Mills & Stone, coal.....	721 70
Bundy & Ford, insurance.....	381 79
J. M. Denton & Son, insurance.....	381 80
O. N. Powell, insurance.....	52 45
Western Union Telegraph Company.....	14 16
National Express Company.....	53 30
B. H. Loring, agent, freight.....	3 15
Henry Bull, hardware supplies.....	235 00
W. L. Brown, hardware supplies.....	60 50
L. A. Bissell, cartage.....	3 50
C. N. Cobb, lumber, etc.....	46 03
Paul A. Garey & Co., clay.....	3 75
L. Goldsmith, supplies.....	11 15
B. F. Sisson & Co., ribbon.....	2 20
William A. Pond & Co., music.....	60
P. I. Bugbee, notary fees.....	2 50
N. C. Crouch, cleaning building.....	56 00
Postage.....	52 90
Advanced for grading.....	427 37
James M. Milne, traveling expenses.....	40 89
Henry Saunders, office supplies and stationery.....	76 66
G. W. Fairchild, advertising, printing and stationery.....	135 90
William H. Clark, printing and stationery.....	112 76
Coates & Weed, printing and stationery.....	9 00
Oneonta Daily News, advertising.....	1 50
Francis B. Palmer, for share in general advertising circular..	60 37
Nicholas Murray Butler, pamphlets.....	1 00
W. E. Yager, for sundry advertising.....	37 75
Total	<u>\$3,779 34</u>

STATE OF NEW YORK, }
COUNTY OF OTSEGO. } ss.:

W. H. Morris, president of the local board, and Eugene Raymond, secretary, being duly sworn, say, and each for himself says, that he has examined the foregoing statement of receipts and expenditures, and that he believes the same to be correct.

W. H. MORRIS,
President.
EUGENE RAYMOND,
Secretary.

Sworn to before me, this 24th }
day of October, 1890. }

E. A. SCRAMLING,
Notary Public.

OSWEGO.

ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT OSWEGO.

Hon. A. S. DRAPER, *Superintendent of Public Instruction*:

SIR.—We herewith submit to you the annual report of the local board of the Oswego State Normal and Training School for the fiscal year ending September 30, 1890.

FACULTY.

The only changes made in the faculty since the last report have been the resignation of Professor Rappleye, and the appointment of Laura A. Sheldon as assistant in the Kindergarten. On the resignation of Professor Rappleye, Professor Poucher resumed his duties in full. At present he has all the mathematical recitations. The following is a list of the names of the present faculty and the subjects assigned to each:

Edward A. Sheldon, A. M., Ph. D., Hamilton College, Oswego State Normal and Training School, Didactics.

Isaac B. Poucher, A. M., Hamilton College, Albany State Normal School, Arithmetic, Algebra, Geometry and Trigonometry.

Otto H. L. Schwetzky, University of Leipsic, Gottingen and Rostock, former principal of Berlitz School of Languages, Boston, Mass., Latin and German.

A. Wellington Norton, A. M., Rochester University, Ethical Training, Reading, Vocal Music and Superintendent of the School of Practice.

John W. Stump, Bridgewater, Mass. State Normal School, Botany, Familiar Science, Geology and Mineralogy, Astronomy, Chemistry and Physics.

Margaret K. Smith, Normal School of New Brunswick, Canada, Oswego State Normal and Training School, General History, Philosophy and History of Education, English Language and methods of teaching the same, and methods of giving lessons in Plants.

Mary V. Lee, M. D., Michigan University, State Normal School of Connecticut, Oswego State Normal and Training School, Physical Culture, Physiology, Zoölogy, and methods of teaching these subjects and Reading.

Caroline L. G. Scales, Wellesley College, Literature, Rhetoric and Composition.

Sarah J. Walter, Oswego State Normal and Training School, Geography and methods of teaching the same, methods of teaching Arithmetic, and Critic in the School of Practice.

Augusta Lamiat Balch, Cambridge, Mass., Training School, class A of the Massachusetts Normal Art School of Boston, Drawing.

Mary H. McElroy, Oswego State Normal and Training School, Assistant Critic in the School of Practice and Teacher of United States History.

Lizzie Salmon, Oswego State Normal and Training School, Principal of Junior School of Practice.

Amanda P. Funnelle, Oswego State Normal and Training School, Principal of Kindergarten.

LOCAL BOARD.

With the exception of the appointment of John A. Place to fill the vacancy occasioned by the death of John K. Post, the board remains unchanged. The following is a list of the members and officers:

Gilbert Mollison, president; Theodore Irwin, treasurer; Benjamin Doolittle, Thomas Mott, Abner C. Mattoon, John Dowdle, Edwin Allen, Alanson S. Page, George B. Sloan, Samuel Johnson, David Harmon, S. Mortimer Coon, John A. Place.

GRADUATES.

The number of graduates during the past year is seventy-six.

The total number since the organization of the school has been 1,525.

LIST OF THE NAMES OF GRADUATES FOR THE TERM ENDING JANUARY 28, 1890.

Elementary English course.

Flora H. Burr,
Cora M. Capron,
Elizabeth M. Dorrance,
Mary Lynde Fisher,
Cora S. Fiske,

Cora H. Goodwin,
Lizzie E. Hibbard,
Jennie Jones,
Helen L. Lewis,
Anna W. Mahaney,

Kate Moran,
Lillie M. Purdy,
Effie M. Raynor,
Louise Webb,
Etta Wells.

Advanced English course.

Effie Gallagher,

Anna B. Herrig,

Grace E. Wiltse.

Kindergarten training class.

Lottie C. Daniels.

LIST OF THE NAMES OF GRADUATES FOR THE TERM ENDING JULY 1, 1890.

Classical course.

Gertrude Goulding,
Eliza J. Ward,

Ethloine Whittenhall,

Jennie Louise Whitbread.

Advanced course.

Josiah W. Autenrith,
Herbert Brownell,
Frances A. Burchard,

Harriet F. Eastabrooks,
Temperance Gray,
Herbert McKnight,

Thomas A. Stewart,
Susie Showers,
Ella M. Tallmadge.

Elementary course.

May F. Armstrong,
Delia Eureka Barker,
Cynthia H. Beadle,
R. Albina Brown,
Katharine C. Burnett,
Laura Clark Cheney,
Edith N. Calthrop,
Lizzie Collins,
Celia A. Colon,
Frances L. Delleng,
Eliza Blackburn Cook,
Carrie A. Cross,
Ella M. Dowd,
Mary R. Doyle,
Edith Dudley,

Angeline F. Dunbar,
Anne Josephine Dunn,
Nellie M. Drummond,
Ida L. Dwinelle,
A. Louise Falley,
Elizabeth V. Gillmore,
Esther R. Goldrick,
Eva S. Harrington,
Lockie R. Harvey,
LaVerne W. Haynes,
Clara S. King,
Minerva A. Laing,
Cora B. Lester,
Violet G. Lewis,
Cora L. Moore,

Clara A. Morley,
Helen M. O'Brien,
Mary F. O'Connor,
Jessie L. Reed,
Nellie L. S. Roethgen,
Harriet E. Schoonmaker,
Clara H. Selkregg,
Harriet M. Seymour,
Katie Stoffel,
Pauline B. Stone,
Eva S. Thornton,
Helen Waddell,
R. Anna Walsh,
Sara B. Wheeler,
Orra Williams.

Kindergarten training class.

Jennie H. Bidwell,	Jessie C. Hall,	Nellie L. S. Roethgen,
Lola E. Briggs,	Annie S. O'Geran,	Laura A. Sheldon,
Josephine C. Bunker,	Vernie E. Overton,	Ella M. Tallmadge,
Mary Louise Burger,	Frances A. Phillips,	Jessie E. Waite.
Alice M. Gray,		

ATTENDANCE.

The number registered the past year in the normal department is.....	410
The average attendance in the same department has been	341
The number registered in the School of Practice	583
The average attendance in the same department has been.....	382

DETAILED STATEMENT of the receipts and disbursements for the year.

RECEIPTS.

Amount in hands of local board July 26, 1889.....	\$385 19
Amount received from the State for maintenance.....	21,000 00
Amount received from tuitions in the kindergarten training department....	1,641 00
Amount received from special appropriation.....	1,200 00
Total.....	<u>\$24,226 19</u>

DISBURSEMENTS.

Teachers' salaries.

E. A. Sheldon.....	\$2,800 00
I. B. Poucher.....	1,800 00
O. H. L. Schwetzky.....	1,600 00
J. W. Stump.....	1,600 00
A. W. Norton.....	1,100 00
M. K. Smith.....	1,200 00
M. V. Lee.....	1,200 00
C. L. G. Scales.....	1,000 00
S. J. Walter.....	770 00
A. L. Balch.....	840 00
M. H. McElroy.....	200 00
E. Salmon.....	100 00
A. P. Funnelle.....	1,200 00
Total.....	<u>\$15,410 00</u>

F. H. Cyrenius, janitor.....	\$534 00
Mileage of pupils.....	<u>1,232 40</u>

Repairs and improvements.

James R. Marsh, radiator valves.....	\$17 34
James Barnett, mason work.....	227 19
H. C. Allewelt & Sons, frescoing.....	893 09
James Gibbs, carpenter work.....	260 32
J. C. Sullivan, plumbing.....	217 84
Aaron Colonon, glazing and glass.....	73 75
Smith & Lieb, hardware and labor.....	144 67
Wright & Boyle, lumber.....	34 08
Burt Arthur, graveling yard.....	12 50
Thomas Findlay, iron work.....	13 89
W. D. Gardner, repairing roof.....	2 50
J. G. Moore, repairing roof.....	108 85
W. D. Allen, adamant and plaster.....	24 59
Fred J. Ratigan, labor.....	6 25
L. S. & St. W. Co., adamant.....	112 48
A. J. Hollis, labor.....	8 75
Total.....	<u>\$2,158 09</u>

Library, text-books and apparatus.

Home Library Association, books.....	\$620 70
W. P. Wallace, books.....	158 98
D. Appleton & Co., books.....	98 34
Carl Schoenhof, books.....	37 15
Ginn & Co., books.....	118 87
D. C. Heath & Co., books.....	16 93
Charles L. Webster, books.....	36 00

Century Publishing Company, books	\$60 00
Houghton, Mifflin & Co., books.....	6 50
Effingham Maynard & Co., books	1 50
Mrs S. E. Walton, books.....	8 00
O. M. Bond, books	8 00
American Publishing Company, books.....	3 33
Willard Small, books.....	35 50
C. W. Bardeen, books.....	5 00
Richards & Co., apparatus	20 10
Western Publishing Company, apparatus.....	15 00
James W. Queen, slides	10 80
T. H. McAllister, slides.....	12 00
L. Prang & Co., forms for drawing	4 50
M. Waterman, atlas.....	5 50
A. Cooper, book, "Darkest Africa"	9 00
N. Barnard, "Journal of Education"	81 00
J. W. Stump, lantern slides.....	11 15
Evans & Co., "Educational Directory"	5 00
Library bureau, newspaper-holders.....	5 76
Milton Bradley & Co., kindergarten materials.....	43 74
Total.....	<u>\$1,438 35</u>

Expenses.

R. J. Oliphant, printing	\$288 19
Oswego Gas Light Company, gas consumed.....	123 94
J. J. Hart, ribbons for diplomas.....	50 50
Buck & Hunter, repairing furniture.....	62 51
Fred K. Massey, sundries.....	6 11
C. H. Butler, chemicals, tubing, etc.....	10 78
Halligan, Meagher & Kinnane, sundries	7 20
Ledeuche Battery Company, battery cells.....	6 00
C. W. Bardeen, clay	10 65
Charles Besler, gas for laboratory	4 10
G. W. Klancy, limes, one dozen	1 50
F. B. Palmer, advertising	20 12
Prang Educational Company, water colors	5 40
T. K. Klancy, gas for laboratory.....	4 17
E. M. Brown, ink.....	4 00
Telephone Exchange, rent.....	136 66
Western Union Telegraph Company, telegrams.....	4 42
Wright & Boyle, lumber.....	47 30
T. Kingsford, carpet	54 57
L. E. Goulding, engrossing.....	5 00
Dauchy & Co., advertising kindergarten.....	100 00
E. A. Sheldon, disbursements	258 86
Palladium Printing Company, printing.....	18 00
Alboro Bettinger, labor	21 25
M. E. Horton, clerical services.....	25 00
A. G. Cook, coal	92 30
J. W. Stump, chemical apparatus.....	5 40
Thomas Pearson, door-spring and tools.....	9 25
George O. Worcester, boiler cleaning.....	3 00
Charles E. Chase, repairing locks.....	2 00
W. R. Nesbitt, picture frames.....	4 95
O. E. Shepard, insurance.....	50 00
Fred Wheeler, insurance.....	50 00
Fischer & Bolway, supplies.....	9 84
John G. Fisher, supplies	2 30
C. M. Barnes, blackboard painting.....	6 00
C. A. Tanner, hardware	76 78
Frank Schilling, tuning pianos.....	6 00
James Dowdle, coal and insurance	950 50
James Dixon, Crucible Company, pencils.....	6 75
F. W. Mack, labor.....	235 62
Oswego Water Works Company, water rent	204 85
Albert Goodwin, diplomas.....	76 00
N. M. Rowe, ice	15 25
William R. Bishop, changing gymnasium.....	65 00
Andrew Goodroe, labor	123 75
F. B. Lathrop, insurance.....	9 00
W. G. Chaffee, repairs and use of caligraph.....	20 95
Jules Wendell, repairing clocks	1 75
Thomas Findlay, iron work.....	5 41
Narragansett Machine Company, gymnastic apparatus.....	78 75
Oswego Publishing Company, printing.....	35 10
James Pringle, carpenter work	2 65
Charles Bakeman, labor	28 00
Total.....	<u>\$3,453 35</u>
Total expenditure	<u>\$24,226 19</u>

AN ESTIMATE OF THE NECESSARY RUNNING EXPENSES FOR THE YEAR ENDING
SEPTEMBER 30, 1892.

For payment of teachers.....	\$15,470 00
For payment of janitor.....	534 00
For payment of mileage.....	1,300 00
For library, text-books and apparatus ...	1,000 00
For repairs of buildings and improvement of grounds	2,000 00
For fuel.....	1,200 00
For gas.....	125 00
For water rent.....	205 00
For furniture, and repairs of the same.....	100 00
For providing additional facilities for industrial work in shop	500 00
For other incidental expenses.....	2,027 00
Total.....	<u>\$24,461 00</u>
Probable amount of tuition	<u>1,700 00</u>
Amount of appropriation required	<u><u>\$22,761 00</u></u>

The above is a very careful and economical estimate as to what is required to meet the expenses of the school, and any reduction of this amount will necessarily curtail the work and usefulness of the school.

GILBERT MOLLISON,
President.
JOHN DOWDLE,
Secretary.

STATE OF NEW YORK, }
CITY AND COUNTY OF OSWEGO. } ss.:

October 7, 1890.

Before me Gilbert Mollison and John Dowdle personally appeared and made affidavit that they signed the above statement, and that it is correct.

GILBERT MOLLISON, JR.,
Commissioner of Deeds.

PLATTSBURGH.

REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT PLATTSBURGH.

Hon. A. S. Draper, Superintendent of Public Instruction:

SIR.—The local board of managers of the State Normal and Training School at Plattsburgh, hereby respectfully submits its first report.

ORGANIZATION.

This school was established by chapter 517, Laws of 1889, entitled "An act to establish a normal and training school at the village of Plattsburgh in the county of Clinton, and to make an appropriation therefor." The act of the Legislature became a law at the hand of Governor Hill on June 15, 1889.

On July eleventh the board of education of Plattsburgh and General S. Moffitt, the committee appointed by the board of supervisors of Clinton county to select a site for the normal school, made a tender of a site to the State Commissioners, which was on that day accepted by them. Hon. Edward F. Jones, Lieutenant-Governor; Hon. A. S. Draper, State Superintendent of Public Instruction; Hon. Edward Wemple, Comptroller, represented the State Commissioners. The site selected consists of a plot of land lying west of Beekman street and between Brinkerhoff and Cornelia streets, containing about fifteen acres.

LOCAL BOARD.

On July 26, 1889, the following gentlemen were named as members of the local board of managers:

Hon. Smith M. Weed, Plattsburgh, N. Y.
Hon. Alfred Guibord, Plattsburgh, N. Y.
Everett C. Baker, Plattsburgh, N. Y.
Hon. Alexander Bertrand, Plattsburgh, N. Y.
Hon. Henry G. Burleigh, Whitehall, N. Y.
Charles F. Hudson, Plattsburgh, N. Y.
Hon. S. Alonzo Kellogg, Plattsburgh, N. Y.
Hon. Rowland C. Kellogg, Elizabethtown, N. Y.
Hon. Stephen Moffitt, Plattsburgh, N. Y.
Hon. William P. Mooers, Plattsburgh, N. Y.
Hon. John B. Riley, Plattsburgh, N. Y.
Lucien L. Shedden, Plattsburgh, N. Y.
Hon. William C. Stevens, Malone, N. Y.

The board was organized on July twenty-ninth by the election of the following officers: President, Hon. Smith M. Weed; secretary, E. C. Baker; treasurer, Hon. S. A. Kellogg.

At a meeting of the board held on August fifth, the resignation of Hon. Smith M. Weed as one of the managers was received and accepted, and the credentials of Hon. George S. Weed as a member of the board, by appointment of Superintendent Draper,

were presented and placed on file. Hon. Alfred Guibord was elected to the presidency made vacant by the resignation of Mr. Weed.

The board was fully organized by the adoption of by-laws and the appointment of standing committees at a meeting held on September second. At this meeting Hon. S. A. Kellogg tendered his resignation as treasurer of the board, which was accepted. Hon. George S. Weed was elected to fill the vacancy.

The above officers were unanimously re-elected for the year 1890-91.

BUILDING AND GROUNDS.

In accordance with the act appropriating \$60,000 the local board has erected a commodious building, of approved style of architecture and well adapted to the present needs of the school. The Legislature at its last session made an additional appropriation of \$25,000, which has been expended for heating and furnishing the building and in grading the grounds in part. The grounds have been laid out in accordance with the principles of landscape gardening, and when completed will form, in our judgment, one of the finest parks in Northern New York. An additional appropriation, however, will be needed to complete the grounds and to furnish the school with a suitable library, laboratory, fixtures and apparatus.

OPENING OF THE SCHOOL.

The school was opened for the reception of students on Wednesday, September 3, 1890. On the evening of September second a public reception was tendered by the citizens of Plattsburgh to the faculty of the normal school and teachers of the village schools. The following was the programme of the formal exercises:

Music.

Address of welcome.....	Hon. George S. Weed.
Response on behalf of the faculty.....	Professor Myron S. Scudder.
Remarks by.....	Superintendent George S. McAndrew.
Song.....	Mrs. J. W. Velsey.
Recitation.....	Miss Alice L. O'Brien.

FACULTY.

The faculty as confirmed by the Superintendent of Public Instruction, is as follows:

Fox Holden, A. M., LL. B., Principal, History and Philosophy of Education.

Myron T. Scudder, A. M., Greek and Latin.

George H. Hudson, Natural Science.

George K. Hawkins, Mathematics.

Thankful M. Knight, Preceptress, Methods.

Mary W. Lyon, History and English.

Alice L. O'Brien, Elocution and Physical Culture.

Helen M. Palmer, French and German.

Sarah J. Stewart, Principal Model School and Critic.

Eliza Kellas, Critic.

Elizabeth R. Garrity, Critic.

Kate S. Woodruff, Drawing.

Professor Holden, at the time of his selection as principal of the new school, was superintendent of the Plattsburgh Union Graded Schools, and is well known to the educators of the State as a man of

great natural ability and capacity for filling this important position. He was born in North Lansing, New York, in 1849. He received a thorough elementary training, and prepared for college in the Ithaca Academy, and graduated with the degree of A. B., from Cornell University in 1872, with the marked distinction of being chosen as class orator. He commenced his life work as principal of Trumansburgh Academy, in 1872-3; principal of Addison Union School, 1874-5, and was chosen the first principal of Ithaca High School in 1875, an honored and highly responsible position, which he held until 1880. In 1881 he graduated from the Albany Law School (Law Department of Union University), with the degree of LL. B., and in 1883 the degree of A. M. was conferred upon him by Syracuse University, and in 1885 he was made honorary member of Phi Beta Kappa, from Cornell University. In 1882 the Plattsburgh board of education was fortunate enough to secure his services, and present state of efficiency of the entire school system is of itself the highest praise that can be bestowed upon him for faithfulness and ability as an educator.

Professor Scudder, teacher of Classics, is of the well-known missionary family of Scudders, and was born in India. He was educated at Rutgers College, receiving from that institution the degrees of A. B. and A. M. He is a teacher of large and successful experience, and at the time of his appointment occupied the position of principal of the Rome City High School. His appointment has been received with favor by educators throughout the State.

Professor G. H. Hudson, Professor of Natural Science, was educated at the Potsdam Normal School, and is well known in this community as an eminent scientist. He will bring to his department not only profound knowledge of the subjects to be taught, but also enthusiasm in the pursuit of science for its own sake. His large collection will add much to the working material of this department.

Professor George K. Hawkins, Professor of Mathematics, comes to us with the highest recommendations as a thorough scholar, experienced teacher and able school officer. He was graduated at the Fredonia State Normal School, and for the past six years has filled the office of principal of the graded schools at Sherburne, N. Y., with signal success.

Miss Knight, teacher of Methods, formerly of Delaware county, is a graduate of the full classical course of the Brockport Normal School, and has had fifteen years' successful experience in various grades of school work, including experience in district, graded, high and city schools. Miss Knight has been the associate principal of the Plattsburgh High School, and is recognized as an exponent of the best theory and practice of advanced methods.

Miss Lyon, teacher of English and History, comes to us fresh from a special course in these subjects from Wellesley College. She brings from the faculty of her college the best of recommendations for scholarship and womanly character.

Miss O'Brien, teacher of Elocution and physical culture, was educated at Fort Edward Institute, and pursued a special course for two years in elocution at New York and Boston. She has been teacher in this department at the Fort Edward Institute, and has the reputation of being not only an accomplished teacher, but a popular public reader.

Miss Palmer, teacher of French and German, speaks these languages with fluency. She spent several years in school abroad, perfecting herself in these studies, which will qualify her for the position she is to occupy.

Miss Stewart, principal of the practice department, a native of Fulton county, is a graduate of the Albany Normal School. She is a successful teacher of extensive experience, and possesses superior executive ability in school work. Miss Stewart has for several years occupied a position in the Plattsburgh schools, and was in charge of the Grammar School. This experience eminently fits her for her new position.

Miss Kellas, of Franklin county, assistant in the School of Practice, was graduated at the Potsdam Normal School, and was last engaged in similar work at that institution. She is recommended in the highest terms by Dr. Cook and the present principal, Dr. Stowell.

Miss Garrity, also assistant in the School of Practice, is a graduate of the Albany Normal School, and has had several years' successful experience in the schools at her home in Columbia county.

Miss Kate S. Woodruff, teacher of Form Study and Drawing, is an experienced teacher of many years' standing. She has pursued the study of Drawing for several years, and has lately perfected herself in her specialty by an extended course of study at Boston. The character of her past work insures her success in our school.

ATTENDANCE.

Up to the present date (October sixteenth) 114 persons have applied for admission, eighty-five of whom have been received into the normal department. They represent eight counties — Clinton, Essex, Franklin, Oneida, Orange, Saratoga, Washington and Wayne.

CONCLUSION.

Since the school has been in operation but a few weeks, a detailed statement of receipts and disbursements cannot be submitted with this report.

ALFRED GUIBORD,
President.

E. C. BAKER
Secretary.

POTSDAM.

TWENTY-FIRST ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT POTSDAM.

Hon. A. S. DRAPER, *Superintendent of Public Instruction*:

SIR.—The local board of the State Normal and Training School at Potsdam respectfully submits herewith its annual report for the year ending July 25, 1890.

LOCAL BOARD.

The following changes have occurred in the local board since the last annual report. The resignation of Mr. Roswell G. Pettibone, A. M., one of the original members of the board, was tendered and accepted, because of the removal of Mr. Pettibone to a distant State; the resignation of Mr. William A. Poste, A. M., who was appointed in 1878, was accepted. To the vacancies thus created Mr. George H. Sweet, A. M., and Mr. William R. Weed were duly appointed.

The board at present is composed of the following members: Henry Watkins, A. M., president; J. G. McIntyre, A. M., secretary; Hon. G. Z. Erwin, A. M., treasurer; Jesse Reynolds, M. D., Hon. John I. Gilbert, LL. D., General E. A. Merritt, LL. D., A. G. Gaines, D. D., George H. Sweet, A. M., and William R. Weed.

FACULTY.

The corps of teachers remains as at the time of the last report, with one exception. Mr. James M. Graves was elected to succeed Miss Eliza Kellas, who resigned to accept a position in the normal school at Plattsburgh.

The following is a list of the instructors:

Thomas B. Stowell, A. M., Ph. D., Principal, History and Philosophy of Education.

Amelia Morey, Preceptress, English Language and Methods.

Warren Mann, A. M., Natural Science and Methods.

Edward W. Flagg, A. M., History, Rhetoric and English Literature.

Ida B. Steyer, French and German.

Jane F. Butrick, Principal of Primary Department, Primary Methods.

Clara M. Russell, Principal of Intermediate Department, Geography Methods.

J. Ettie Crane, Vocal Music and Methods.

Fred L. Dewey, A. M., Greek and Latin.

Freeman H. Allen, Arithmetic, History, Civics, Methods.

Minnie R. Lucas, Reading, Elocution, Calisthenics, Methods.

A. W. Morehouse, A. M., Mathematics, Geology, Physiography.

Alice M. Burn, A. B., Industrial Drawing, Methods.

Sarah V. Chollar, Botany, Composition, Arithmetic, Methods.

James M. Graves, Composition, Preparatory Department, Methods.

F. E. Hathorne, Piano, Organ and Harmony.

Mrs. F. E. Hathorne, Assistant Piano.

Henry A. Watkins, Leader of Orchestra.

Grace T. Howe, Assistant in Vocal Music.

GRADUATES.

The number of teachers graduated during the year is forty-five.

Classical course.

Ada M. Flint,
Cora Alice Hamblin,
Lillian Aurys Hay,
Hattie Emilie Hoffman,
Ola May La Lime,

William B. Richmond,
Charles Hunter Signor,
Bertrand Hollis Snell,
Fred La Verne Spaulding.

Scientific course.

Grace Linda Brush,
Seth Hoyt Geer,

Ella Josephine Niles.

Advanced English course.

Alice Belle Baldwin,
Harriet Edith Briggs,
Katherine Elizabeth Barnett,
Emily Anna Braun,
Mary Francis Burns,
William Henry Crowley,
Hannah Agnes Cahill,
Clara Jane Foster,
Frances A. M. Garvin,
Clara B. Harris,
Ada Idel Lavery,

Adelaide Eliza Littlejohn,
Velma A. McCormick,
Myrtle Clara Maynard,
Mary Aura Reeve,
Eva Almeda Ricketson,
Ella Belle Shaw,
Ellen Elizabeth Sheehan,
Clara Edith Waterbury,
Silas Hiram Woodard,
Emma Elizabeth Phippen.

Elementary English course.

Grace Lavina Besio,
Ida Belle Greene,
Elizabeth Vianna Griffin,
Jennie Belle Johnson,
Sarah Townsend Lee,
Alice De Francia Lottridge,

Sarah Alice McKenty,
Mary Belle Remly,
Mary Reynolds,
Elizabeth Emma Thompson,
Marion Estelle Whitney,
Jessie May Wright.

Academic — Advanced English course.

Edith Leona Dove.

Conservatory of Music — Special Music Teachers' course.

Minnie Emily Cooley,
Minnie May Cubley,

Harriet Louisa Ellis,
Jane Purves.

Piano course.

Edith Laura Barnum,
Minnie May Cubley,
Alice E. P. Kellogg,

Lila S. McClelland,
Elfreda Eliza Tambling.

Total number of graduates since the organization of the school.

Male	133
Female	386
Total.....	519
Advanced courses	387
Elementary course.....	132

ATTENDANCE.

The whole number of pupils registered in each of the departments respectively, during the year ending July 25, 1890.

	Male.	Female.	Total.
Normal	147	316	463
Academic.....	54	115	169
Intermediate.....	63	77	140
Primary	80	72	152
Total.....	344	580	924
The average attendance in the normal department.....			346
Academic.....			114
The average attendance in the schools of practice:			
Intermediate.....			105
Primary			125

*DETAILED STATEMENT of receipts and disbursements of the State
Normal and Training School at Potsdam, N. Y., for the year ending
July 25, 1890.*

RECEIPTS.

Amount in hands of local board, July 26, 1889	\$189 07
Amount received for tuition in academic department during the year.....	2,226 50
Amount received from State, year ending July 25, 1890.....	21,000 00
Special appropriation by act of the Legislature of 1889, repairs and supplies..	1,284 13
Amount received from all other sources during year	20 50
Total.....	<u>\$24,720 20</u>

EXPENDITURES.

Amount paid for instruction in the departments during the year	\$15,800 00
Amount paid for janitor work.....	800 00
Repairs and supplies	1,284 13
Amount paid for library, text-books, and apparatus	427 59
Amount paid for mileage	725 06
Amount paid for incidental and all other expenses not enumerated above....	5,470 64
Amount in hands of local board, July 25, 1890	212 78
Total	<u>\$24,720 20</u>

DETAILED STATEMENT OF EXPENDITURES.

Teachers' salaries.

T. B. Stowell	\$2,500 00
Amelia Morey.....	1,200 00
Warren Mann.....	1,500 00
Edward Flagg.....	1,300 00
Ida B. Steyer.....	800 00
Jane F. Butrick.....	800 00
Clara M. Russell.....	800 00
J. E. Crane.....	800 00
Fred L. Dewey.....	1,300 00
F. H. Allen.....	800 00
M. R. Lucas	800 00
A. W. Morehouse	1,300 00
Eliza Kellas.....	500 00
Alice M. Burn.....	800 00
Sarah V. Chollar	600 00
Total.....	<u>\$15,800 00</u>

Janitor's account.

Janitor's salary.....	<u>\$800 00</u>
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Repairs and supplies, special appropriation.

F. D. Mathews, miscellaneous supplies.....	\$146 30
Train & Swift, labor and materials	33 48
Batchelder & Sons, miscellaneous	107 16
Edgar A. Newell, school supplies	294 75
Isaac Williams, livery.....	44 00
Pierce, Butler & Pierce, repairs	11 50
A. L. Lockwood, Jr., supplies.....	53 58
Elliott Fay, supplies.....	204 15
H. D. Thatcher & Co., supplies.....	261 24
Willmarth & Hazelton.....	64 32
Rollin C. Sumner, printing.....	38 65
Welch & Butler, care school clocks.....	25 00
Total.....	<u>\$1,284 13</u>

Miscellaneous bills, audit of November 12, 1889.

Charles W. Leete, sundries.....	\$23 42
A. P. Chapin, advertising	5 00
Perigo & Peek, insurance	352 39
Frank Arquette, wood.....	43 75
E. D. Brooks, supplies.....	1 50
F. C. Adams, school supplies	20 07
C. B. Partridge & Co., miscellaneous supplies	20 89
Potsdam Water-works, water supply.....	62 50
Allyn & Bacon, books.....	61 65
Acme Oil Company, kerosene.....	12 55

Albert C. Goodwin, diplomas.....	\$42 00
F. P. Matthews, sundries.....	7 16
C. G. Rogers, repairing plaster.....	13 90
Potsdam Electric-Light Company, one arc light.....	30 00
W. H. Walling, miscellaneous.....	2 00
E. & J. Lenney, merchandise.....	5 50
Clark & Weston, school supplies.....	4 08
John C. Buckbee & Co., books.....	19 75
C. W. Bardeen, supplies.....	140 62
George A. Bacon, advertising.....	10 00
S. D. Ray, town hall.....	15 00
Cox & Herrick, incidentals.....	27 45
C. M. Peck, supplies.....	4 30
George W. Bonny Oil Company, kerosene.....	6 74
A. E. Morgan, telegraph and express.....	5 09
George A. White, miscellaneous.....	30 47
T. B. Stowell, office sundries.....	55 45
C. L. Dove, tuning pianos.....	21 00
D. Appleton & Co., American Cyclopædia of Biography.....	36 00
Augustus Ritchie, trees for campus.....	2 25
G. R. C. Smith, insurance.....	348 46
C. F. Adams, addition to lot.....	70 98
G. W. Bixby, coal.....	1,668 41
G. A. White, supplies and cleaning.....	83 38
H. A. Watkins, orchestra supplies.....	14 55
Total.....	<u>\$3,268 26</u>

Audit of January 28, 1890.

Clark & Weston, supplies.....	\$27 75
Willmarth & Hazelton, supplies.....	10 35
E. Martin, labor and supplies.....	17 12
A. E. Morgan, express and telegraphing.....	3 61
Cox & Herrick, supplies.....	4 74
George A. White, labor and supplies.....	42 90
A. A. Senter, supplies.....	2 13
Albert C. Goodwin, diplomas.....	8 00
Irish, Jebo & Irish, labor on sewer.....	2 35
Batchelder & Sons, supplies.....	24 72
Houghton, Mifflin & Co., books.....	6 50
H. D. Thatcher & Co., chemicals.....	28 69
Acme Oil Company, kerosene.....	5 35
Flint & Maxfield, supplies.....	67 66
O. G. Howe, ribbon for diplomas.....	9 27
Elliott Fay, printing supplies.....	136 90
C. W. Bardeen, periodicals.....	89 72
T. B. Stowell, office supplies.....	80 71
Mileage.....	354 80
Rollin E. Sumner, printing.....	23 10
C. L. Dove, tuning pianos.....	10 50
Scott Paper Company, limited, supplies.....	20 00
Joseph Drew, moving pianos.....	4 00
S. D. Ray, hall rent.....	12 00
E. N. Cook & Co., alcohol.....	35 25
Henry A. Watkins, leading orchestra.....	100 00
Fred C. Adams, supplies.....	83 25
Henry Holt & Co., books.....	17 05
M. E. Loveland, ten cords wood.....	45 00
D. A. & W. A. Moore, outside window.....	9 00
Total.....	<u>\$1,282 42</u>

Audit of April 15, 1890.

E. L. Kellogg, books.....	\$20 00
Cyclostyle Company, paper.....	8 00
W. F. P. Sealy, water rent.....	62 50
Sheldon & Co., books.....	42 67
F. B. Palmer, advertising.....	20 12
C. W. Bardeen, blackboards.....	203 66
A. P. Chapin, advertising.....	4 00
Eldridge & Bros., text-books.....	21 00
Iverson, Blakeman & Co., books.....	100 00
Rollin E. Sumner, printing supplies.....	15 00
Clark & Weston, periodicals and stationery.....	19 80
Elliot Fay, printing supplies.....	33 90
Batchelder & Sons, supplies.....	3 96
Willmarth & Hazelton, laboratory supplies.....	3 88
Acme Oil Company, kerosene.....	5 84
H. D. Thatcher & Co., chemicals.....	28 35
Flint & Maxfield, hardware.....	38 33
George A. White, cleaning and supplies.....	35 66

Fred. C. Adams, books	\$18 30
A. E. Morgan, express and telegraph.....	5 32
T. B. Stowell, office supplies.....	64 28
Total	<u>\$754 57</u>

Audit of June 24, 1890.

H. D. Thatcher, chemical supplies.....	\$6 20
E. W. Lute, hardware and grass seed.....	8 25
Flint & Maxfield, supplies	5 78
George Lewis, lumber	36 21
Henry A. Watkins, orchestra.....	116 20
Clark & Weston, merchandise.....	27 00
Weed & Weston, merchandise.....	138 17
Willmarth & Hazelton, chemical supplies	12 17
E. Martin, repairs	91 31
R. F. Welch, care of school clocks.....	25 00
C. L. Dove, tuning pianos.....	10 50
Albert C. Goodwin, diplomas.....	37 00
Francis B. Palmer, advertising	20 13
Ivison, Blakeman & Co., books.....	11 10
Rollin E. Sumner, printing supplies.....	8 50
Scott Paper Company, limited, supplies.....	20 00
M. E. Loveland, hardware.....	87 75
G. F. Darrow, periodicals.....	6 00
Elliot Fay, printing supplies.....	64 00
S. D. Ray, town hall	10 00
Batchelder & Sons, supplies.....	79 10
A. E. Morgan, express and telegraph.....	6 00
Acme Oil Company, kerosene	5 47
T. B. Stowell, office supplies.....	100 81
Mileage.....	370 26
George A. White, supplies.....	8 00
O. G. Howe, merchandise.....	7 13
Total	<u>\$1,318 04</u>
Total for library, mileage and incidentals.....	<u>\$6,623 29</u>
Amount in hands of local board July 25, 1890.....	<u>\$212 78</u>
	<u>\$24,720 20</u>

We herewith append our estimate of the necessary expenses for the next fiscal year:

Salaries of instructors.....	\$17,000 00
Salaries of janitors.....	800 00
Library, text-books and apparatus.....	1,500 00
Coal and wood.....	2,300 00
Manual training supplies.....	400 00
Mileage.....	900 00
Repairs.....	500 00
Supplies	1,500 00
Total	<u>\$24,900 00</u>
Less probable receipts from tuition	<u>1,800 00</u>
Appropriation needed.....	<u>\$23,100 00</u>

ST. LAWRENCE COUNTY, ss. :

Henry Watkins, president, and John G. McIntyre, secretary, of the local board of the State Normal and Training School at Potsdam, being duly sworn, each for himself says that he has examined the foregoing report, and believes the same to be in all respects correct and just.

HENRY WATKINS.
JOHN G. MCINTYRE.

Subscribed and sworn to before me, }
this 8th day of October, 1890. }

ORVIS WITTERS, J. P.

3. NORMAL SCHOOL CIRCULAR.

The following is the circular recently issued by the Department touching admission to the State normal schools:

ADMISSION TO NORMAL SCHOOLS.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION, }
ALBANY, N. Y., November 1, 1890. }

To School Commissioners and Superintendents:

Students will, as heretofore, be appointed to the normal schools by the Superintendent, upon the recommendation of superintendents and school commissioners. These officers will be relied upon to properly represent to possible candidates the needs of the public schools for well-qualified teachers, and the necessity of professional and technical training on the part of all who intend to teach. No better service can be rendered to the educational interests of the State by supervisory officers than by leading desirable students to seek the advantages of the professional training schools. The normal schools of New York are unexcelled in the country. Their equipment and facilities are being continually improved, and their energies are being more and more exclusively devoted to the technical preparation of teachers. Superintendents and commissioners will therefore discriminate in making recommendations. No students can be admitted who have not already acquired a substantial elementary education. This can be gained in all of the ordinary schools, and the professional training schools can not be properly taxed with work which the common schools can perform as well. Through the quality of the work performed, through the attainments and the professional spirit and purpose of graduates, rather than through mere multiplicity of numbers, can the normal schools best promote the educational interests of the State. There is room and welcome in the normal schools for the graduates of the elementary and secondary schools, and even for those who have made substantial advancement in the elementary course without technical graduation, provided they give promise of becoming successful teachers, and possess the desire to become such; but there is no room for students who have laid no real foundation for professional training, and have no well-determined purpose about the matter, and no fair conception of the responsibilities and obligations of a teacher's occupation.

Appointments will ordinarily follow recommendation, but students will be admitted or retained in the normal schools only when they show scholarship and other qualities in justification of the appointment.

FORM OF RECOMMENDATION.

The following form of recommendation will be used and will be supplied from the Department or from any of the schools upon application. When filled out it should be mailed to the Superintendent,

and when approved it will be by him sent direct to the school. No student can be appointed who is not fully 16 years of age:

To the Superintendent of Public Instruction:

I hereby recommend of in the county of
aged years, as possessing the health, scholarship, mental ability and
moral character, requisite for an appointment to the State Normal and
Training School at

School Commissioner District of the County of
Or, Superintendent City of

Dated,

CERTIFICATES OF PROFICIENCY.

Students duly appointed and presenting the diplomas of colleges, universities, high schools, academies or academic departments of union schools, State certificates or commissioners' certificates granted under the uniform examination system and *still in force*, showing a standing of seventy-five per cent in arithmetic, grammar and geography, may be admitted at any time and without examination.

ENTRANCE EXAMINATIONS.

Students duly appointed and who are unable to present either of the above-named evidences of proficiency, may be admitted at the opening of each term upon duly passing an entrance examination to be held at the school. Two different sets of question papers for such examination will be forwarded from this Department to principals prior to the opening of the term. The first set will be used for the examination of all candidates upon the first or second day of the term. Students who attain sixty per cent in arithmetic, grammar and geography each, and an average of seventy per cent in the three branches may be admitted. Such candidates as fall below an average of seventy per cent or below sixty per cent in not more than one study and such candidates as were not present at the first examination and satisfy the principal that there was sufficient reason therefor may, in the discretion of the principal, be permitted to try an examination, in the branches in which they have not gained the required standing, one week after the first examination, upon the second set of question papers, and if upon such examination they gain the required standing they may be admitted. All others will be refused admission.

No other entrance examination will be held, and no candidate will be admitted after the opening of the term who does not present some one of the prescribed evidences of proficiency.

READING, ORTHOGRAPHY AND PENMANSHIP.

No student is desired at a normal school who does not read readily and intelligently, spell correctly and write legibly and neatly. These acquisitions are to be assumed. Regardless of diplomas, certificates and examinations, principals will refuse admittance to all students who do not possess these acquisitions to a highly creditable degree.

NON-RESIDENTS.

Non-residents of the State are not to be solicited or encouraged to enter our normal schools, but such persons who specially desire to do

so and who comply with the requirements as to admission may be admitted upon paying to the treasurer of the local board a tuition fee of twenty dollars per term of twenty weeks in advance. No mileage fees will be paid to non-residents.

ACADEMIC DEPARTMENTS.

No student will be received into the academic department connected with any State normal school who is not a *bona fide* resident of the territory whose people have heretofore given normal school property to the State and for whose benefit the State has pledged itself to maintain an academic department.

SPECIAL PRIVILEGES OF PUPILS.

Tuition and the use of all text-books are free. Students will be held responsible, however, for any injury or loss of books. They are advised to bring with them, for reference, any suitable books they may have. The amount of fare necessarily paid on public conveyances in coming to the school will be refunded to *those who remain a full term*.

TERMS AND VACATIONS.

A year is divided into two terms of twenty weeks each. The fall term commences on the first Wednesday in September, and the spring term on the second Wednesday in February. There will be an intermission for a week during the holidays.

All pupils should be present promptly at the opening of the term. The examination for admission and classification will commence on Wednesday, and a failure on the part of candidates to be present at that time will subject them and the teachers to much inconvenience. Students who do not present one of the evidences of proficiency required will not be admitted after the opening of the term. No private entrance examinations will be held.

COURSE OF STUDY.

The following is the course of study now in force in the different normal schools. The elementary English course will be entirely discontinued after the school year 1891-2, and the requirements of graduation will then be at least the work now laid out in the "Advanced English Course."

ELEMENTARY ENGLISH COURSE.

First year.

First term. — Arithmetic, composition and grammar, botany and familiar science, linear drawing, reading, vocal music, physical culture.

Second term. — Algebra, composition and rhetoric, physiology and zoölogy, physical geography and map drawing, reading, vocal music, physical culture, a course of reading in history of the United States.

On completing the work of this year, pupils may be admitted to the professional work as indicated in the second year of this course, if, in the judgment of the faculty, they are sufficiently mature, and have sufficient mental discipline to enable them to do it successfully; otherwise, they will be required to go on with subject work in one of the advanced courses until the faculty may deem them prepared to take up the study of philosophy of education and methods.

Second year.

First term. — Philosophy and history of education, school economy, civil government and school law, methods of teaching the elementary English branches, methods of giving object lessons, including lessons on objects, form, drawing, size, color, place, weight, sound, animals, plants, human body, moral instruction, general science and common manufactures, declamations, essays and select readings.

Second term.—Teaching in school of practice, a course of reading connected with professional work, essays, declamations and select readings.

ADVANCED ENGLISH COURSE.

Students to be admitted to this course, must pass a satisfactory examination in all studies in the first year in the elementary English course.

First year.

First term.—Algebra, geometry, English literature, physics, declamations, essays and select readings.

Second term.—Rhetoric, general history, trigonometry, perspective drawing, chemistry, geometry, declamations, essays and select readings.

Second year.

First term.—Philosophy and history of education, school economy, civil government and school law, methods of teaching the elementary English branches, methods of giving object lessons, including lessons on objects, form, drawing, size, color, place, weight, sound, animals, plants, human body, moral instruction, general science and common manufactures, orations or essays and select readings.

Second term.—Mineralogy and geology, astronomy (half term), orations or essays and select readings, teaching in school of practice, a course of reading connected with professional work.

CLASSICAL COURSE.

Students to be admitted to this course must pass a satisfactory examination in all the studies of the first year of the elementary English course.

First year.

First term.—Algebra, geometry, Latin, English literature, declamations, essays and select readings.

Second term.—Latin, general history, rhetoric, geometry, trigonometry, declamations, essays and select readings.

Second year.

First term.—Latin, Greek or French or German, physics, astronomy (half term), orations or essays and select readings.

Second term.—Latin, Greek or French or German, chemistry, mineralogy and geology, orations or essays and select readings.

Third year.

First term.—Latin, Greek or French or German, philosophy and history of education civil government and school law, school economy, orations or essays, methods of teaching the elementary branches, methods of giving object lessons, including lessons on objects, form, drawing, size, color, place, weight, sound, animals, plants, human body, moral instruction, general science and common manufactures.

Second term.—Latin, Greek or French or German, teaching in school of practice, orations or essays, a course of reading connected with professional work.

SCIENTIFIC COURSE.

This course includes all the subjects of the advanced English course, together with a two years' course in two of the following languages: Latin, French, German, Greek.

DIPLOMA.

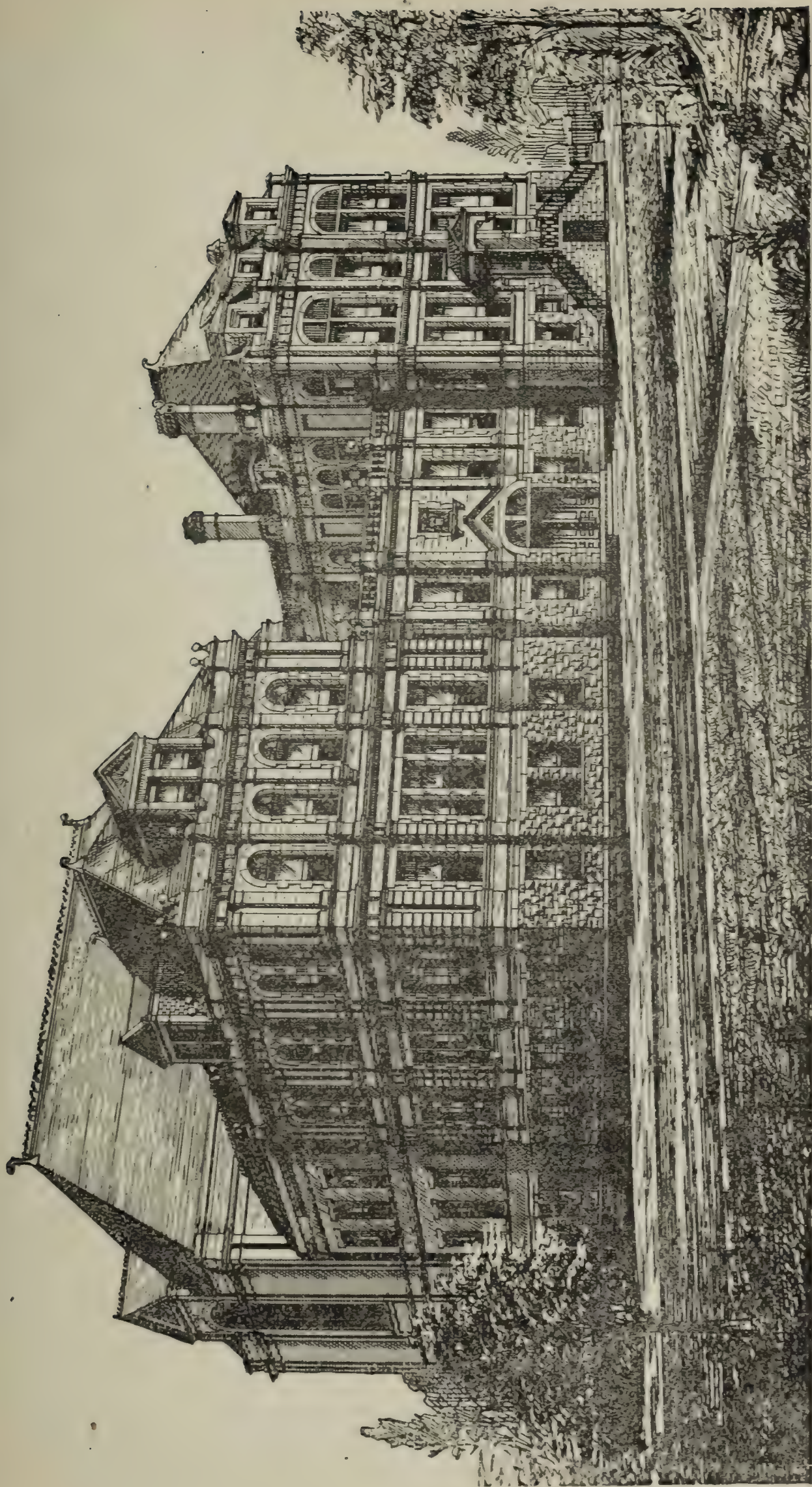
Students who satisfactorily complete any one of the above courses will receive corresponding diplomas, which will serve as licenses to teach in the public schools of the State.

It will be seen by the preceding courses of study, that students who have thoroughly mastered the subjects named in the first year of the elementary English course, can in two years complete the advanced English course, and in three years the classical or scientific course.

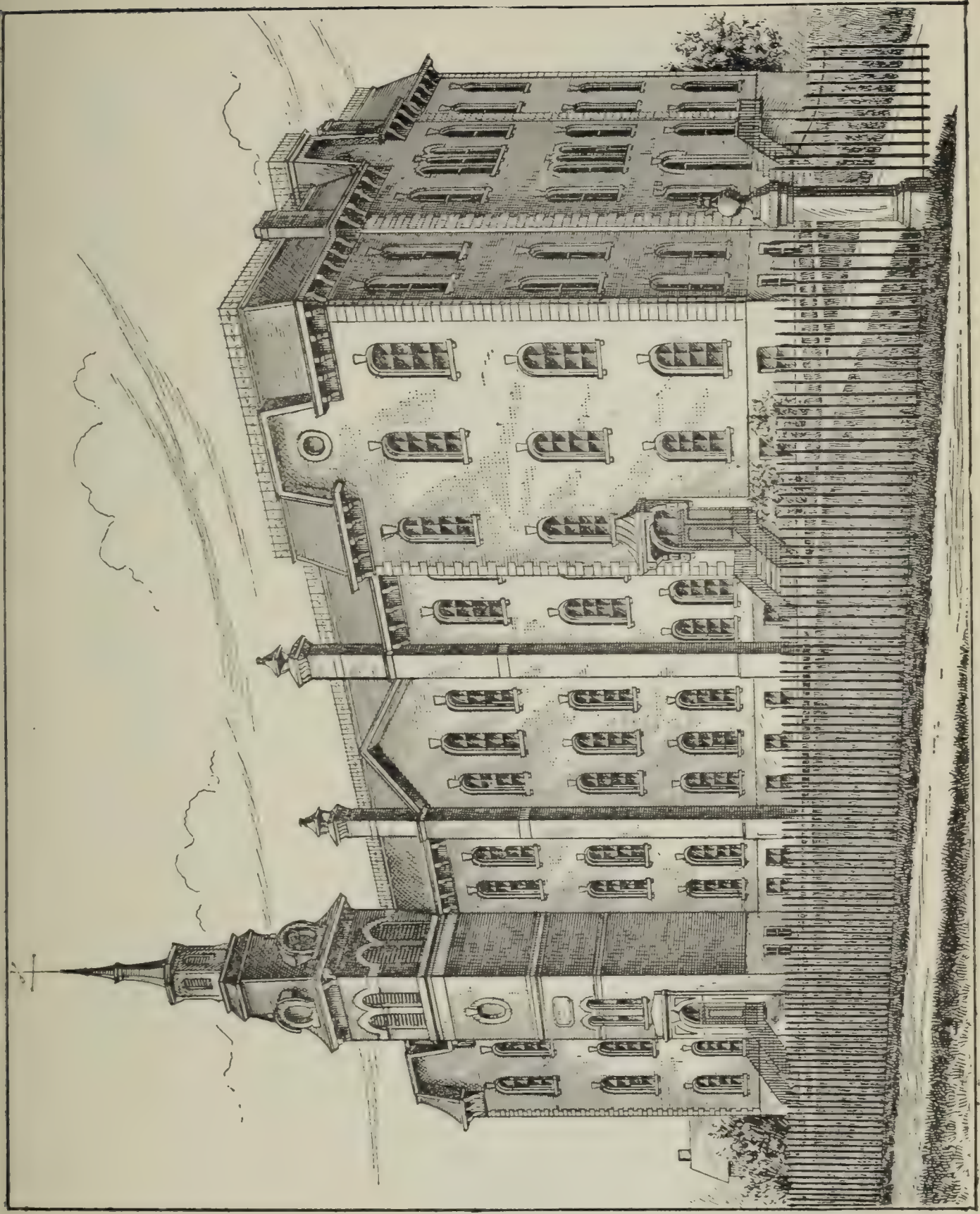
After admission, pupils may be given advanced standings on passing satisfactory examinations in the branches of study laid down in the curriculum. A pupil passing any branch in this way, will not be required to take it in the school; but no person can graduate from any one of the prescribed courses without passing through the last two terms of that course.

CONCLUSION.

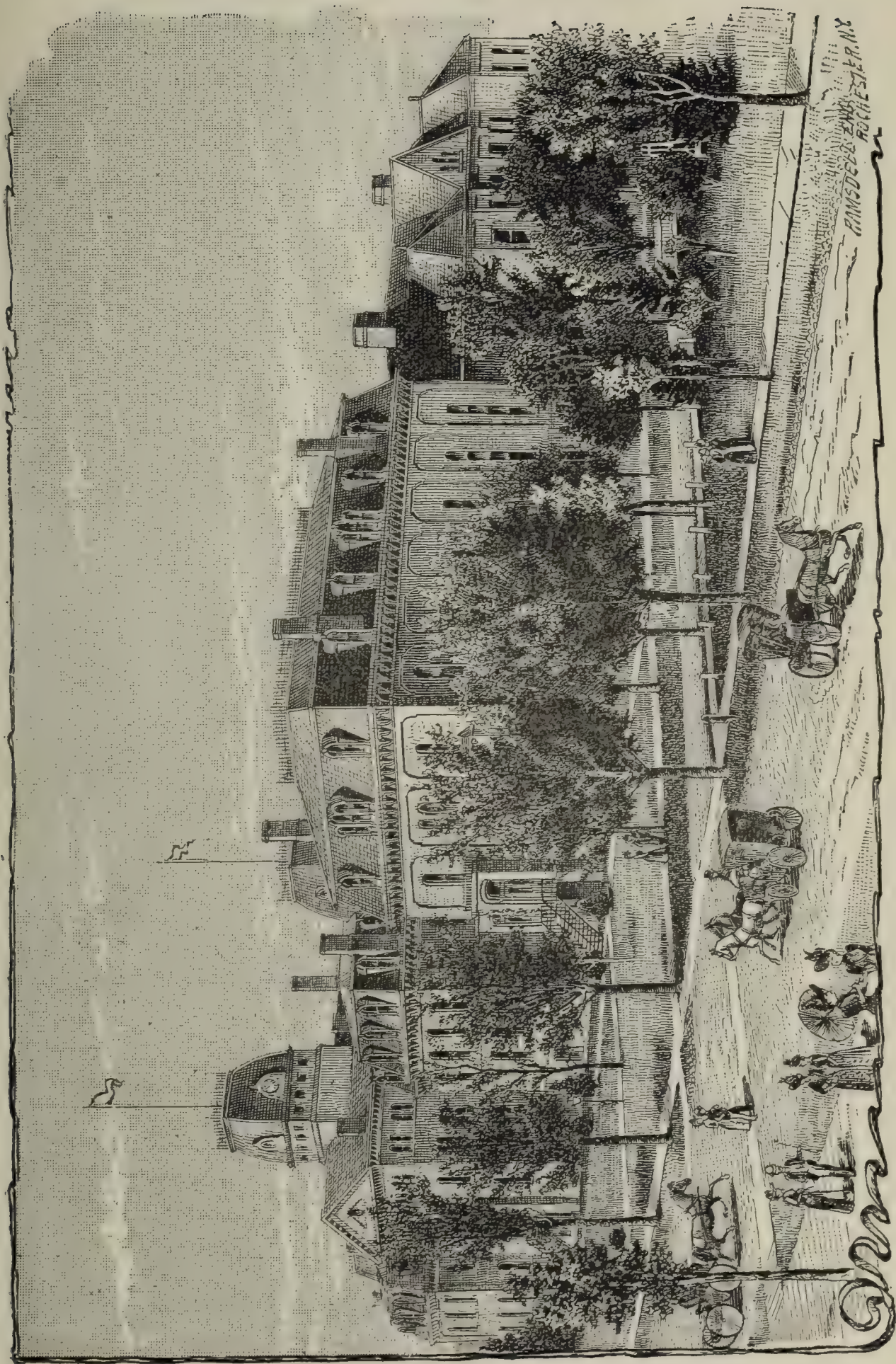
Nothing can be of such enduring consequence to the educational interests of New York as a qualified and professional teaching service. A well qualified body of teachers must possess not only accurate scholarship, but it must be imbued with the spirit and purpose of



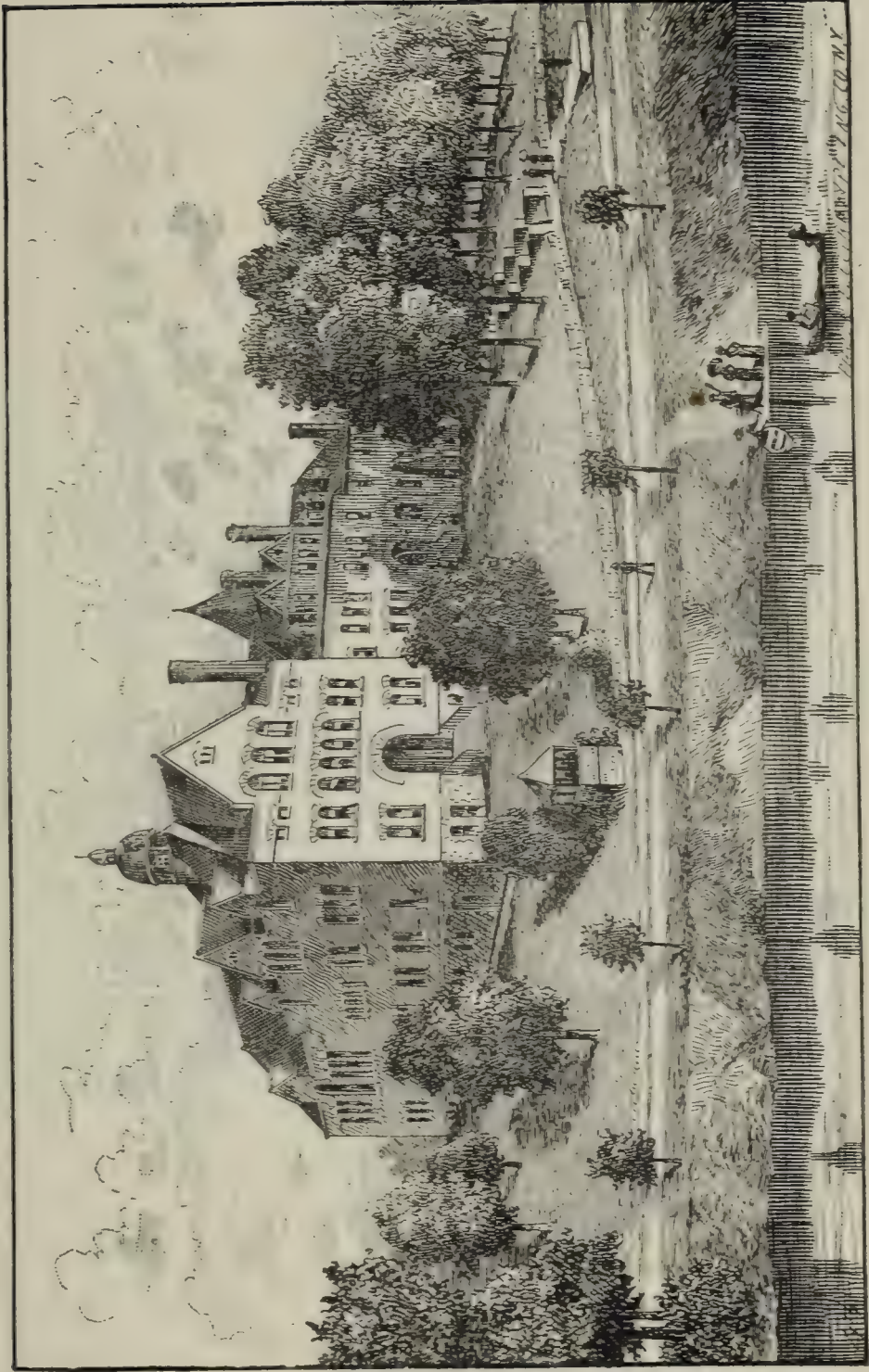
NEW YORK STATE NORMAL COLLEGE, ALBANY.



STATE NORMAL SCHOOL, BUFFALO.

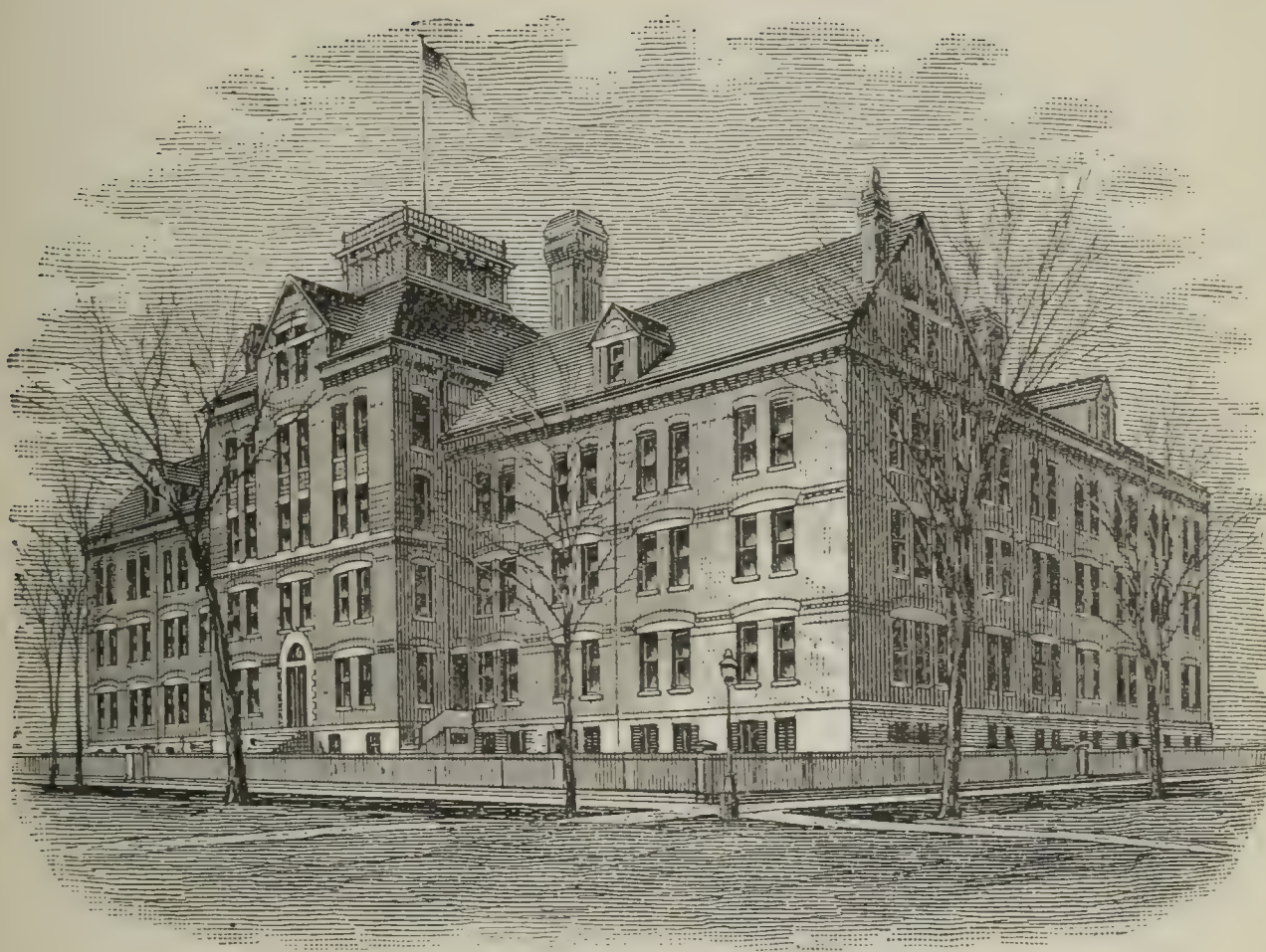


GENESEE NORMAL SCHOOL.

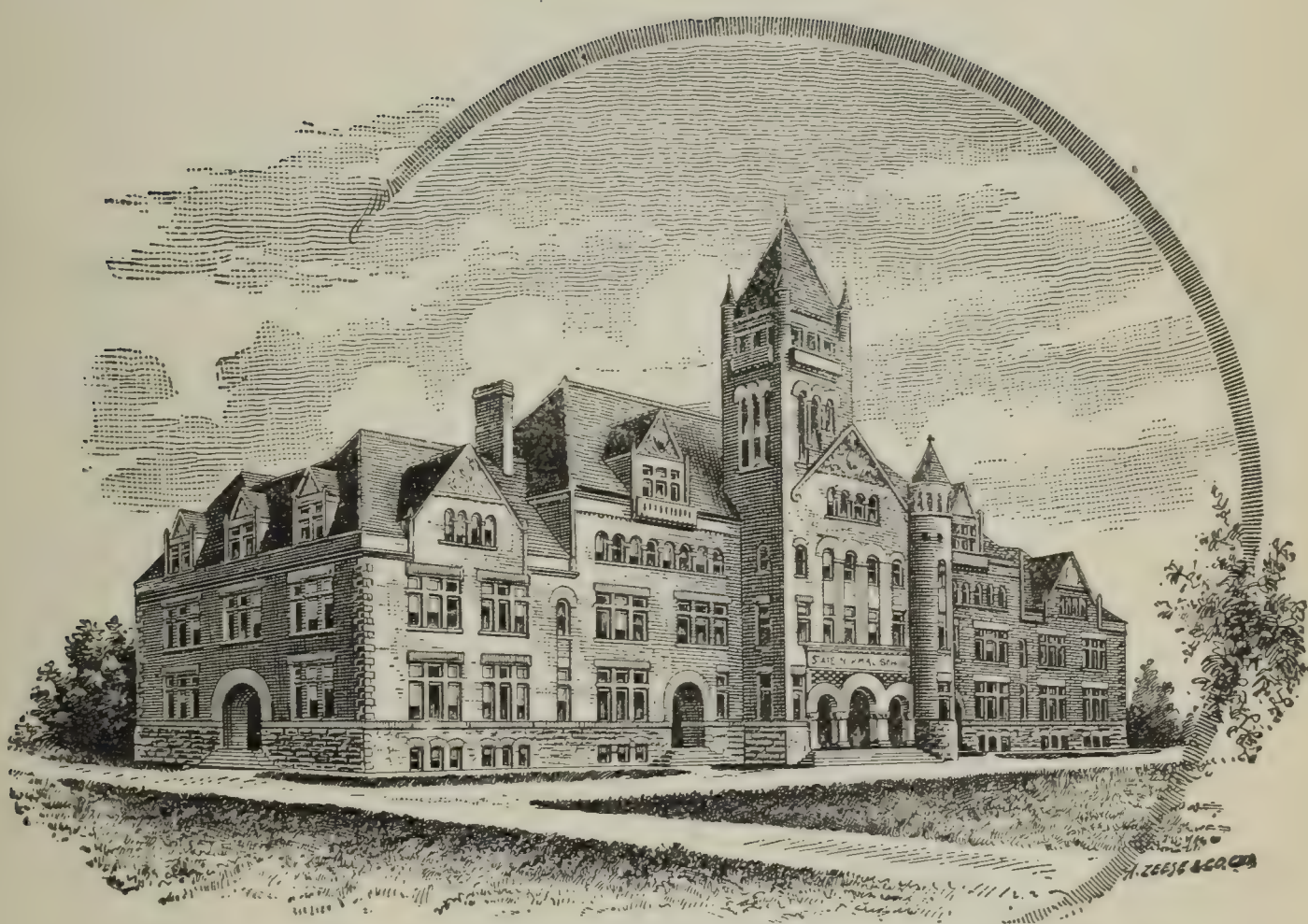


NEW PALTZ NORMAL SCHOOL.

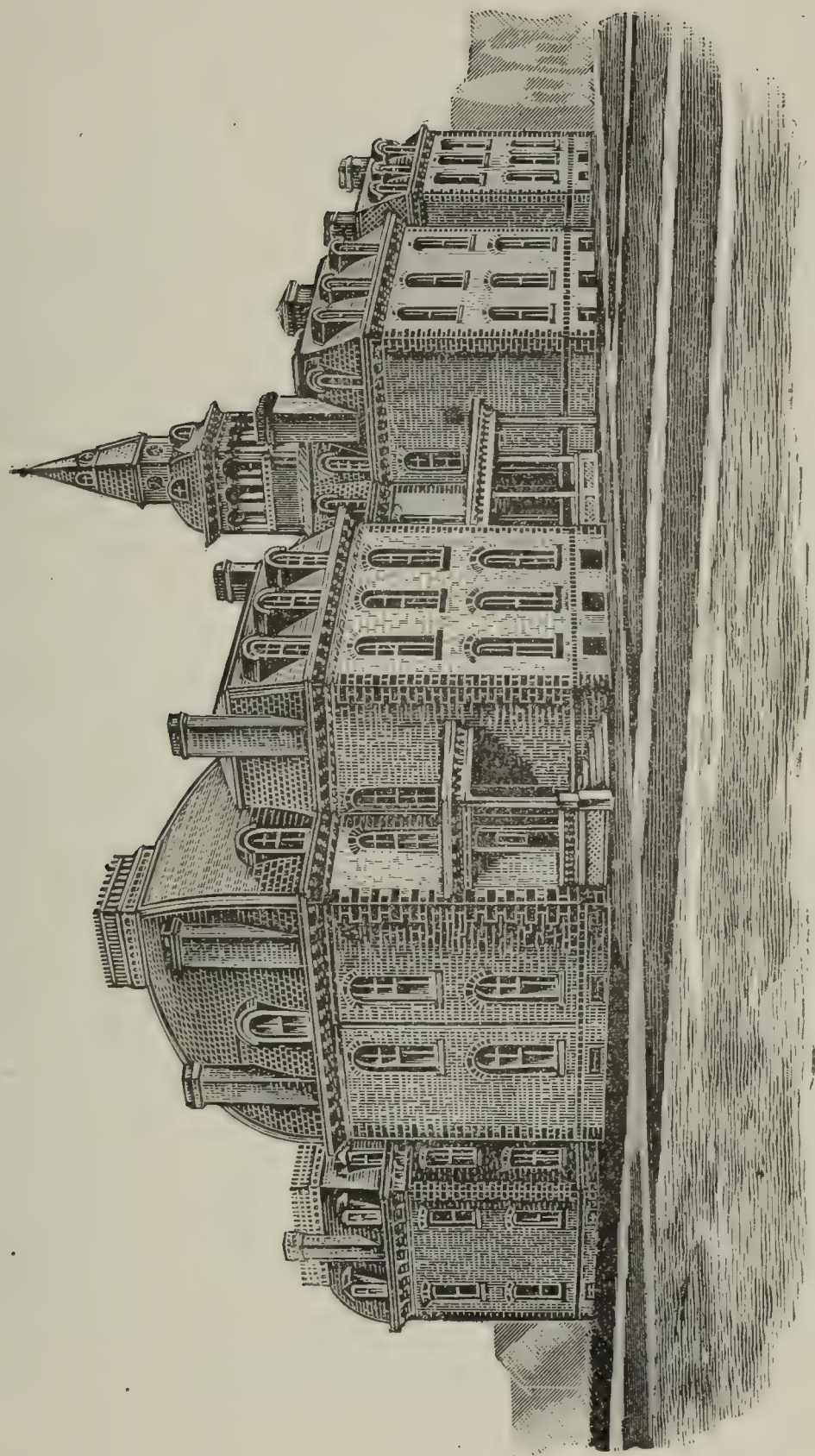
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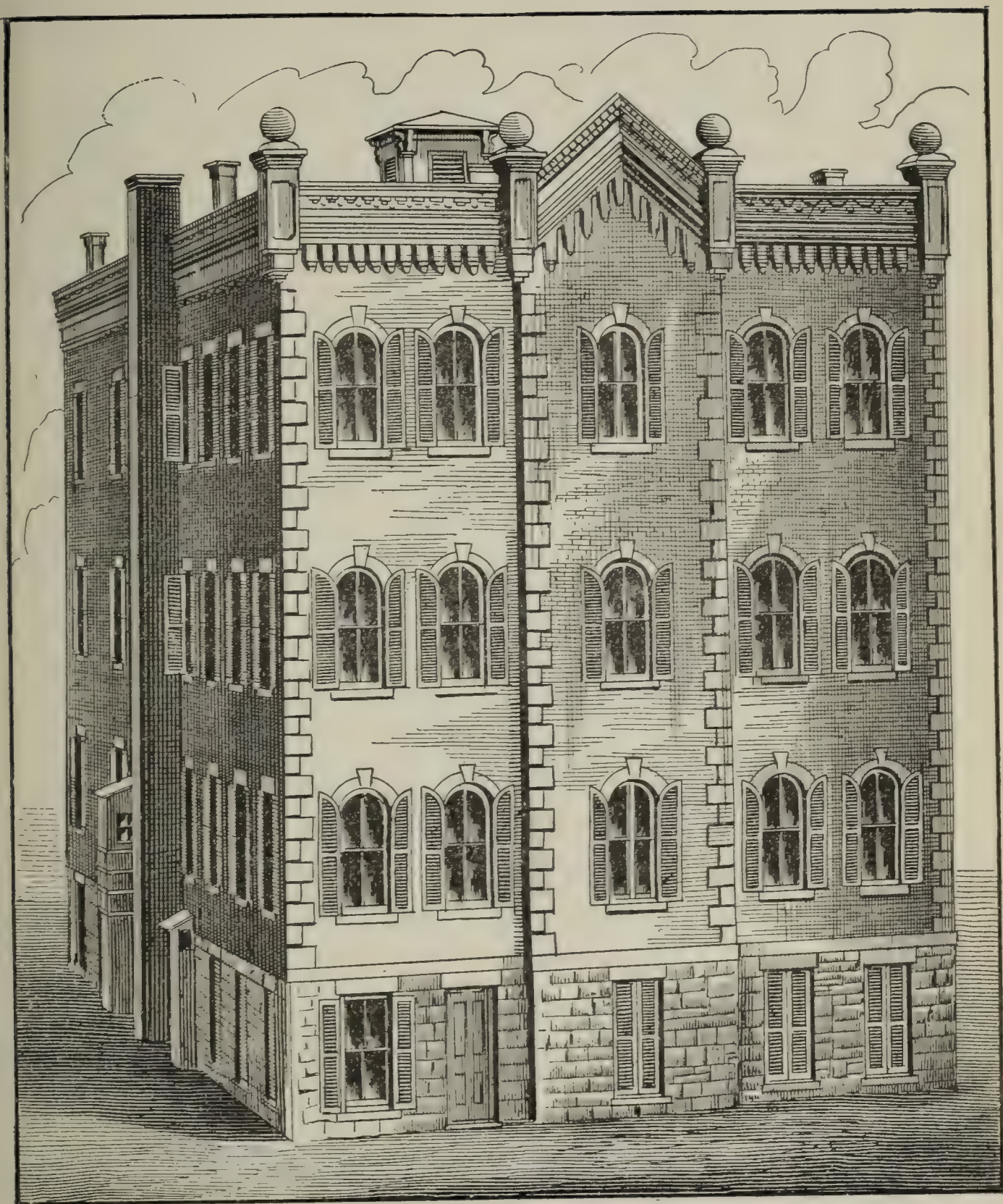
OSWEGO NORMAL SCHOOL.



PLATTSBURGH NORMAL SCHOOL.



POTSDAM NORMAL SCHOOL.



UNION FREE SCHOOL BUILDING, DISTRICT No. 8, AMSTERDAM.

instruction. Such a trained and devoted body of teachers can result only from a uniform and persistent general policy, looking to that end. Each act, all effort, of the public school authorities must conform to such a policy. The normal schools must not be held back from doing all that such magnificently equipped institutions may do to produce this result, by reason of the presence of students unprepared for professional work, and who are not in sympathy with the spirit which should characterize professional institutions. On the other hand, it is the imperative duty of supervisory officers and teachers to seek out and secure competent and prepared material for these institutions, that they may continually send into the teaching service a sufficient number of men and women to influence and direct the whole mass. Your earnest and continuous coöperation in this behalf is confidently relied upon.

A. S. DRAPER,
Superintendent.

4. STATISTICAL TABLES.

NORMAL SCHOOLS — *Statistics of attendance from reports of local boards, for the year ending July 25, 1890.*

[illegible]

Oswego.....	1853	1863	Normal.....	410	.....	341	.....	21.2	19.4	5	71	76	127	1,398	1,525	
			Intermediate and													
			Primary.....	583	933	382	723	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Normal.....	463	.....	346	.....	18.9	19.6	7	38	45	.....	.....	.....	519
			Academic.....	169	.....	114	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Potdam.....	1866	1869	Intermediate.....	140	.....	105	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Primary.....	152	924	125	690	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Total .....	.....	7,210	.....	5,271	.....	.....	89	480	569	1,890	6,521	8,411	

NORMAL SCHOOLS — Financial statement from reports of local boards for the year ending July 25, 1890.

SCHOOLS.	VALUE OF SCHOOL PROPERTY.				MONEY RECEIVED.				Total.
	Lot and buildings.	Furniture.	Library and apparatus.	Total.	Balance with local board July 26, 1889.	From the State.	From academic, kindergarten, intermediate and primary tuition.	From other sources.	
Albany.....	\$182,461 46	\$22,591 33	\$8,000 00	\$213,052 79	\$1,414 10	\$24,437 65	\$3,155 00	\$558 13	\$29,564 88
Brockport.....	191,500 00	6,500 00	12,000 00	210,000 00	8 55	36,135 42	2,237 30	13 92	38,395 19
Buffalo.....	229,000 00	7,942 19	13,349 78	250,291 97	37 53	22,304 38	547 00	2 21	22,891 12
Cortland.....	93,750 00	6,500 00	9,366 00	109,616 00	175 90	20,120 46	117 50	11 00	20,424 86
Fredonia.....	132,400 00	6,000 00	10,000 00	148,400 00	4 62	20,270 73	644 65	3 00	20,923 00
Geneseo.....	134,000 00	6,800 00	7,900 00	148,700 00	5 15	21,625 43	1,203 40	.....	22,833 98
New Paltz.....	97,351 23	9,494 21	7,121 55	113,966 99	517 38	54,552 02	821 00	800 00	56,690 40
Oneonta.....	130,000 00	14,599 76	2,068 99	146,668 75	.....	70,456 90	1,186 50	.....	71,643 40
Oswego.....	100,000 00	7,000 00	11,000 00	118,000 00	385 19	22,200 00	1,641 00	.....	24,226 19
Potsdam.....	135,000 00	6,700 00	6,000 00	147,700 00	189 07	22,284 13	2,226 50	20 50	24,720 20
Total.....	\$1,425,462 69	\$94,127 49	\$86,806 32	\$1,606,396 50	\$2,737 49	\$314,387 12	\$13,779 85	\$1,408 76	\$332,313 22

NORMAL SCHOOLS — Financial statement — (Continued).

SCHOOLS.	MONEYS PAID.								Total.
	For normal instruction.	For academic kindergarten, intermediate and primary instruction.	For library, text-books and apparatus.	For mileage of pupils.	For salary of janitors.	For repairs of buildings and improvement of grounds.	Other expenses.	Balance July 25, 1890.	
Albany.....	\$14,990 00	\$3,440 00	\$673.93	\$1,103 51	\$1,664 52	\$2,547 36	\$4,777 96	\$367 60	\$29,564 88
Brockport.....	11,800 00	3,700 00	842.16	537 81	800 00	17,255 22	3,139 15	320 85	38,395 19
Buffalo.....	14,400 00	150 00	1,316 60	199 00	700 00	3,434 04	2,672 94	18 54	22,891 12
Cortland.....	12,400 00	2,650 00	238 36	252 37	940 89	164 80	2,989 81	788 63	20,424 86
Fredonia.....	10,700 00	4,350 00	358 67	305 53	800 00	1,477 98	2,886 32	44 50	20,923 00
Geneseo.....	11,330 00	3,470 00	556 67	818 67	799 99	2,109 50	3,660 60	88 55	22,833 98
New Paltz.....	13,200 00	.....	845 55	310 63	757 48	35,951 23	5,122 51	503 00	56,690 40
Oneonta.....	11,300 00	2,800 00	2,068 99	355 81	700 00	24,693 18	29,045 02	680 40	71,643 40
Oswego.....	15,410 00	.....	1,166 16	1,232 40	534 00	1,448 61	3,033 46	1,401 56	24,226 19
Potsdam.....	15,800 00	.....	427 59	725 06	800 00	1,284 13	5,470 64	212 78	24,720 20
Total.....	\$131,330 00	\$20,560 00	\$8,494 68	\$5,840 79	\$8,496 88	\$90,366 05	\$62,798 41	\$4,426 41	\$332,313 22

5. MEETINGS OF NORMAL SCHOOL PRINCIPALS.

SECRETARY'S REPORT.

STATE NORMAL SCHOOL, }
 FREDONIA, N. Y., *October 27, 1890.* }

HON. ANDREW S. DRAPER, *Superintendent of Public Instruction, Albany, N. Y.:*

SIR.—The following is an abstract of proceedings of the normal principals at Geneseo, May 8 and 9, 1890, and at New Paltz, October 22, 23 and 24, 1890:

MAY MEETING.

This meeting was devoted almost entirely to a consideration of the course of instruction in teachers' training classes, in order to adopt the normal school work to that work. Dr. A. B. Watkins presented a course of instruction for the training classes, which was discussed at length, and the normal principals voted "That a second-grade commissioner's certificate and a principal's certificate for the satisfactory completion of all the work of the teachers' class be accepted by the normal schools for completing the subject-matter of arithmetic, grammar, political and descriptive geography, American history and civil government, provided the training course includes the following work:

First term—eighteen or twenty weeks.

1. Arithmetic, daily, eighteen weeks.
2. Geography, daily, eight weeks.
3. Civil government, daily, four weeks.
4. Methods in number, daily, five weeks.
5. Methods in language, daily, five weeks.
6. Drawing, one lesson per week, eighteen weeks.

Second term—eighteen or twenty weeks.

1. Language and grammar, daily, twelve weeks.
2. American history, daily, six weeks.
3. Physiology, daily, six weeks.
4. School law and school economy, daily, four weeks.
5. Methods in language, daily, four weeks.
6. Methods in reading, daily, four weeks.

It has been reported that the teachers' classes would conform to these conditions.

OCTOBER MEETING.

1. It was voted that the faculty of the school where the principals meet present at each meeting entrance examination questions for discussion, to be used the next following term.

2. Dr. E. A. Sheldon made the following report on courses of studies:

DR. E. A. SHELDON'S REPORT.

I regret that your committee has not been able to agree in regard to the rearrangement of the curriculum of our State normal and training schools. It is the first time in the history of these schools that I have been placed in the position I feel compelled to occupy in pre-

senting this minority report. The points on which I feel constrained to differ with the majority of the committee are:

I. As to the division of our courses.

II. As to eliminating from these courses some of the elementary English work.

With the exception of these two points, your committee might have agreed on a report, although my judgment is probably not in harmony with that of the majority of the committee in regard to some of the advanced English and classical work in our schools. I will present my views on these points in the order indicated.

1. The time has come, as it seems to me, in the history of our normal schools when we may, in the interest of all departments of our educational work in the State, drop out from our courses the "Elementary English" course. A considerable portion of this course has been assumed by the elementary training schools. The expectation is that at least one of these schools will, sooner or later, be established in each school commissioner's district in the State. The object of these schools is to qualify teachers to teach the elementary English branches in the ungraded country schools, and to take advanced standings on entering the normal schools. We have agreed to accept the work done in these schools in arithmetic, grammar, local and political geography, United States history and civil government. By this arrangement we bring these schools into close affinity to the normal schools. They constitute, in fact, an integral part of our system of training schools, and, consequently, the courses of instruction and training should be so arranged and related that they may constitute one continuous, unbroken course.

2. Neither should lap over or in any way interfere with the other. It now becomes the duty of the normal schools to foster, encourage and, in every way in their power, to build up and strengthen these elementary training schools as an important branch of the professional training of teachers. We are not to consider the normal schools as separate and distinct institutions to be fostered and built up without regard to other departments of educational work in the State, but rather as a part of a great system of education in which each department has its appropriate work, properly fitted into and related to every other department, all working together unitedly and harmoniously, each as jealous of the interests and success of every other department as of its own. The normal schools, as such, have no claim to public recognition and support beyond their importance as an element of our public school system. They are not this system, they are only a part of it. The same may be said of other departments. It becomes us then to see to it that we occupy our proper position and do what we can to build up and strengthen every other part of our educational system. It is true, at the present time, that the different departments of our educational work are not very well defined and adjusted to each other, but our aim should be to bring about such an adjustment as soon as practicable. Much has already been done in this direction and the fact that much more remains to be done should stimulate us to put forth every effort to accomplish so desirable an object.

Our educational work may be very properly classified into two great divisions; preparatory and professional. The design of the first class is to prepare citizens so far as discipline and the fundamental

elements of knowledge are concerned, for any and all of the great activities of life, and the latter to prepare for special lines or departments of work. Thus the elementary schools prepare the masses for the more ordinary and universal occupations; the academies, high schools and colleges prepare for work that demands a higher order of intelligence and training. In this grade we may include the various professions; these require special and distinct lines of training, and we have our medical, law and divinity schools, and the normal and training schools, for the training of teachers. The work of the professional schools is distinct and peculiar as compared with that of the preparatory schools. In this State the schools for training teachers have been arranged into two classes, the elementary training schools, and the normal and training schools.

When we realize an ideal arrangement these schools will be confined more strictly to professional work. Pupils on entering will be well grounded in the branches of study and the time and effort of the training teachers will be devoted exclusively to a discussion of educational principles, their application in teaching the various branches, as also to the organization, government and management of the schools. This implies more or less review of the branches, and also of observation and teaching under criticism.

At present, however, owing to the condition of our preparatory schools, we are unable to fully realize this ideal, and more or less of drill in subject-matter seems to devolve on the normal training schools. It is very questionable, however, whether we might not, even now, throw off very much more of this work on the preparatory schools. Recent experience has taught us that by accepting the work of our better class of high, academic and collegiate schools, we have, on the whole improved the character of our normal schools. Men and women of more maturity and broader culture and experience come to us for training, and hence do better work. It is true we often find that pupils who are admitted to advanced standings in our normal schools are either rusty in the branches or very superficial in their preparation, and it becomes necessary to put them on a course of review. In time this evil will remedy itself. The schools from which pupils come imperfectly prepared will, on being notified of their shortcomings, be more careful and thorough in their preparations as they value their reputation. In this way we shall help to build up, strengthen and improve in every way our preparatory schools. For these and other reasons which might be enumerated we shall find it to the advantage of both classes of schools that we throw off the responsibility of teaching the branches upon the high, academic and collegiate schools, and confine ourselves more strictly to training or professional work.

But to come back from this seeming digression to the points immediately at issue in the committee, it seems to the minority of the committee better that our courses should be limited to two: Advanced English and classical; making one a three and the other a four years course. To grant a life diploma to pupils who have pursued a less extended course of study than is embraced in our present advanced English course does not seem to us warranted under existing conditions. We have just established a system of elementary training schools, with the idea that they will do much of the elementary work now done by the normal schools, and so naturally lift up the latter to a higher plane of work. The time has plainly come when we ought

to make some advancement. Our present system of normal schools in this State has had an existence of a quarter of a century, and no material advancement has been made either in our requirements as regards attainments in scholarship for admission or graduation. It is hardly creditable to us that such a statement can be made. We ought to show evidence of growth in some direction. When growth ceases decay sets in. If we hope to maintain our standing among the educational institutions of the State we must go forward. This seems an opportune time to take an advanced step. It is true the majority report proposes to make some additional requirements for graduation from the elementary English course, but to the minority of the committee this seems to stop short of what ought to be done.

We would recommend the elimination of the elementary English course, and, so far as the work of this course is not already provided for by the elementary training classes, let it be included in the advanced English and classical courses. We shall then include no more than is now embraced in the curricula of our best academic and high schools, which is no more than we demand of any pupil who comes to us certificated to enter upon our professional work, and no more than ought to be required of any teacher even of an elementary school. We have already subjected ourselves to severe criticism for holding on to this course, and if we refuse at this time, under the present circumstances, to let it go, we shall find this sort of criticism more severe than ever before; and I venture the assertion that we can not afford to lay ourselves open to it.

In my judgment we ought not only to throw up this elementary course, but we ought to throw out of our curriculum those elementary subjects already named as being covered by the elementary training schools.

The normal schools are overburdened with this grade of work. Many of the classes in these elementary subjects are very large, numbering in some instances no less than 150 pupils. The teaching force is too limited and the means for employing additional teachers too restricted, and in some cases the recitation-rooms too few to allow of the proper division of these classes. So long as both books and tuition are free and mileage is paid, the tendency will be to draw this class of pupils to the normal schools rather than to the elementary training schools. The former have the advantage of an honorable standing and reputation, as well as that of free books and mileage. With these points in favor of the normal schools, the tendency will be to retard the growth and standing of the elementary training schools, while the whole weight of our influence ought to be thrown into the other side of the scale. It becomes our duty, and we can well afford it, to do all in our power to build up and put on a firm foundation these elementary schools. For these reasons we recommend that the elementary English course be eliminated from our present courses and that arithmetic, grammar, local and political geography, United States history and civil government be omitted in our published curricula of the normal schools, and that our courses be limited to two—a higher English of three years and a classical of four years, and that we at once give suitable notice that this change will be carried into effect on the opening of the September term in 1892. This will give ample time for those who have already entered

upon the elementary course with the expectation of completing it in two years, to do so, will give sufficient notice to all who contemplate coming, to understand the requirements of the schools, and by this time the elementary training schools will be so well established that they can do the work assigned them with thoroughness and efficiency, and we shall be prepared to adjust ourselves to each other.

Thus much your committee submit as a minority report and move its adoption. Appended to this report is a tabulated statement of the courses recommended in the report.

E. A. SHELDON.

3. It was voted that diplomas be not granted for the elementary English course after June, 1892.

4. It was voted that after 1892 there be three courses of studies, English, scientific and classical, adding the first year of the present elementary English course to each of the other courses as they are at present arranged, and that persons coming into the schools prepared in three books of Cæsar, six orations of Cicero, six books of Æneid, one year's work of French or one year's work in German, be allowed to substitute any one of these for astronomy, familiar science, trigonometry or advanced geometry; and to substitute Greek, Roman and English history for general history in the advanced English course.

5. It was voted that the body of principals be called the Normal Principals' Council.

6. It was voted that this body approve of the reform of English spelling.

7. The following resolution was proposed by the Superintendent and adopted:

Resolved, That two sets of questions for entrance examination at the normal schools be hereafter prepared and forwarded to principals, prior to the opening of each term. The first set shall be used for all candidates appearing at the opening of the term. Students attaining sixty per cent in reading, grammar and geography each, and an average of seventy per cent in the three branches, shall be admitted to the school. Such candidates as fall below an average of seventy per cent, or who fall below sixty per cent in not more than one branch, or such candidates as were unable to attend the first examination, for reasons approved by the principal, may, in the discretion of the principal, be permitted to try an examination in the branches in which they have not gained the required standing upon the second set of question papers one week after the opening of the term. If upon such examination they gain the required standing they shall be admitted. Persons holding such evidences of proficiency as have been prescribed by the State Superintendent for admission to the normal schools, and such persons as hold commissioners' certificates of any grade, showing a standing of seventy-five per cent in reading, grammar and geography, may be admitted at any time. All other persons shall be excluded from the schools. Nothing in this resolution shall be deemed to entitle any candidate to admission in a normal school unless such candidate shall at any time required show such proficiency in reading, penmanship and orthography as will be fully approved by the principal of the school.

F. B. PALMER,

Secretary.

6. NEW YORK STATE NORMAL SCHOOLS.

ENTRANCE EXAMINATION QUESTIONS.

[Prepared by a Committee of Normal Principals, and published by the State Department of Public Instruction.]

ENTRANCE EXAMINATION, FEBRUARY, 1890.

Write the subject of the examination, your name, and the date at the head of your papers.

The work should be written out in full in the answers.

Correct answers will receive ten credits each, and a proportionately less number will be allowed as the answer approximates correctness or shows knowledge of principles. In order to secure admission candidates must gain an average of seventy credits in the three branches and not fall below sixty credits in any one of them.

Use care in spelling, writing and general neatness of appearance.

Arithmetic.

1. What is a proof for division? Define a composite number. Define the prime factors of a number. After several numbers have been resolved into their prime factors, how is the G. C. D. of those numbers found? How their L. C. M.?
2. Reduce $17\frac{1}{4}$ to twelfths and write the analysis.
3. If it take one man $7\frac{1}{4}$ days to do a piece of work, how long will it take three men to do $2\frac{3}{4}$ times as much?
4. Multiply nine thousandths by eight hundred and divide the product by thirty-six millionths.
5. You sell, to-day, to James Carson for cash, 2 bbl. flour at \$6.25 per bbl., 264 lb. corn meal at \$1.10 per cwt., and 1,850 lb. coal at \$5 per ton. Make out bill in proper form.
6. Having lost $12\frac{1}{2}$ per cent of his capital, a man had \$10,850 left. How much did he lose?
7. Write an ordinary bank note, dated to-day, for \$200 at 60 days; and find its proceeds if discounted at a bank.
8. At \$5.75 per bbl. what costs 3 bbl. 17 gal. 2 qt. of vinegar?
9. What is the exact contents, in cubic yards, of a cellar wall 2 feet thick and 9 feet high, whose outside measurement is 36 feet by 24 feet?
10. How many rods on the side of a square field containing 100 acres?

Geography.

1. What determines the position of the tropics and polar circles?
2. Define latitude, longitude, isothermal lines, river system and promontory.
3. Name three canals of New York State and state what waters they connect.
4. Mention three counties of New York State on islands.
5. Locate the following cities and give a fact about each: Chicago, Boston, Riga, Bombay, Glasgow.
6. In what zone is Asia situated?
7. Name and locate two lakes of Africa.
8. On what waters would you sail from Edinburgh to St. Petersburg?
9. Describe the largest river in South America.
10. Mention two conditions which determine the climate of a place.

Grammar.

- (1.) "You all did see that, on the Lupercal I thrice presented him a kingly crown, Which he did thrice refuse." (2.) "The mellow year is hasting to its close; The little birds have sung their last." (3.) "So sweet a kiss the golden sun gives not To those fresh morning drops upon the rose."
1. Diagram or analyze sentence (1) by any method you may have learned.
2. Parse the verb of the principal clause in (1).
3. Decline and parse all the pronouns in (1).
4. Parse all the verbs in (2).
5. Select the nouns in (3), tell their cases and give reasons.
6. Select and classify the adjectives in (3).
7. Write a sentence containing a verb in the active voice, and recast the sentence so that the verb shall be in the passive voice.
8. Write a sentence containing a predicate adjective.
9. Correct the following sentences:
 - (a) The number of students are very great.
 - (b) Everyone has their enemies.
 - (c) This is the friend which I love.
 - (d) George sent you and I some candy.
 - (e) Either Mary or John have gone.
10. Write a composition containing not less than fifty words, setting forth your idea of the usefulness of studying Grammar.

ENTRANCE EXAMINATION, SEPTEMBER, 1890.

Write the subject of the examination, your name, and the date at the head of your papers.

The work should be written out in full in the answers.

Correct answers will receive ten credits each, and a proportionately less number will be allowed as the answer approximates correctness or shows knowledge of principles.

In order to secure admission, candidates must gain an average of seventy credits in the three branches and not fall below sixty credits in any one of them.

Use care in spelling, writing and general neatness of appearance.

Arithmetic.

1. What is the name of (a) the tenth period in whole numbers; (b) the sixth period in decimals; (c) the eighth place in decimals?
2. Write twenty whole numbers of six significant figures each, and add them.
3. Illustrate your method of verifying your work when you have multiplied two large numbers together.
4. Find (a) G. C. D. of 1872 and 432 by two methods; (b) L. C. M. of same two numbers.
5. Divide $(2\frac{1}{2} \times 3\frac{1}{2})$ by $(2\frac{1}{2} - 1\frac{1}{2})$ and reduce the number to a decimal.
6. How many yards of carpet $\frac{3}{4}$ of a yard wide is required to cover a floor 17 feet long and 16 feet 6 inches wide?
7. In what time will \$680, at four per cent simple interest, amount to \$727.60?
8. A collector who charges eight per cent commission on what he collects, pays me \$534.75 on a bill for \$775; how much of the bill remains uncollected?
9. A cellar is to be dug 30 feet long and 20 feet wide. At what depth will 100 cubic yards of earth have been removed?
10. How many feet, board measure, in a plank 16 feet 4 inches long, 1 foot 7 inches wide, and $4\frac{1}{2}$ inches thick?

Geography.

1. Name the counties bordering on (a) the Hudson river; (b) Lake Ontario.
2. In what county is (a) Rochester; (b) Syracuse; (c) Binghamton; (d) Middletown; (e) Jamestown; (f) Utica; (g) Poughkeepsie.
3. List of the cities named in question 2 in order of greatest population.
4. Name (a) the four longest railroads in this State; (b) their termini; (c) the cities through which they pass respectively.
5. By what number, approximately, would you multiply the population of New York State to produce the population of the United States?
6. How many (a) States in the United States; (b) territories?
7. Name (a) the territories, (b) the States that have been admitted since the last Presidential election.
8. Name three railroad lines to the Pacific coast.
9. Name the largest State in area in the United States, and compare it in size with (a) France; (b) the United Kingdom of Great Britain and Ireland; (c) Germany; (d) Russia.
10. Draw a rough outline map of the Western Hemisphere and locate the large (a) political divisions; (b) rivers; (c) mountains; (d) bays; (e) gulfs; (f) capes.

Grammar.

1. Give a synopsis of the verb "to see" in the third person singular of all the modes and tenses in the active voice.
2. Classify adjectives and give illustrations.
3. Compare much, ill, able, faithful.
4. Give the rule for the formation of the possessive case.
5. Write the possessive case plural of sheep, man, lady, enemy, son-in-law.
6. Name the grammatical forms of the parts of speech and the parts of speech to which they severally apply.
7. Copy the following and underscore the logical subjects once and the grammatical subjects twice, (a) "A thing of beauty is a joy forever;" (b) "Chaucer, the father of English poetry, wrote the Canterbury Tales;" (c) "The morn, in russet mantle clad, walks o'er the dew of yon high eastern hill."
8. Diagram or analyze the following by any method: "Franklin, who afterward became a distinguished statesman and philosopher, learned his trade in the printing office of his brother, who published a paper in Boston."
9. In the first five questions make a list of (a) the nouns and their cases; (b) the verbs and their principal parts; (c) the prepositions and their terms of relation.
Write a description of some village or city—seventy-five words. Give special attention to punctuation and capitalization.

EXHIBIT No. 5.

AMERICAN MUSEUM OF NATURAL HISTORY.

REPORT OF PROFESSOR ALBERT S. BICKMORE.

AMERICAN MUSEUM OF NATURAL HISTORY.

REPORT OF PROFESSOR ALBERT S. BICKMORE.

HON. A. S. DRAPER, *State Superintendent of Public Instruction* :

SIR.— I have the honor to submit the following report in relation to the instruction provided for the teachers of the common schools and normal schools of the State by chapter 337 of the Laws of 1888.

As the contract between the Museum and the Department requires, I have visited each of the State normal schools, including the one recently established at Plattsburgh, and have examined the apparatus furnished from this fund and delivered a lecture upon Alaska.

The important addition we have made during the present year to the series of slides which each school had previously received is given in the following statement:

	Slides.
Of lecture No. 92, on The Catskills and Adirondacks.....	63
Of lecture No. 94, on The Lakes and Glens of New York.....	64
Of lecture No. 108, on California: the Yosemite Valley.....	57
Of lecture No. 110, on Alaska.....	62
Maps	4
<hr/>	
Total.....	250
250 × 14.....	3,500
Also, furnished to each institute conductor 60 slides, one-half of which are colored — 60 × 4.....	240
<hr/>	
Number of slides furnished this year.....	3,740
Number previously furnished to the State normal schools, besides other apparatus.....	18,947
<hr/>	
Total number supplied.....	22,687
<hr/> <hr/>	

The slides of the four series forwarded this year have been accompanied with a stenographic report of each lecture as it was delivered in the great auditorium of the Museum. While this assistance has been rendered to each normal school, the means of illustration supplied to the conductors of the teachers' institutes have been used by them during the past year in nearly every school commissioner district, or at about 130 towns and villages; so that all parts of the State have received a benefit from this single fund.

The following are the subjects of the twenty lectures which I have delivered here during the past year to the teachers of this city, Brooklyn and this portion of the State:

AUTUMN OF 1889.

- | | |
|---|---------------------------------------|
| 101. Belgium. | 106. The Canons of Rocky Mountains. |
| 102. Holland. | |
| 103. Denmark and Sweden. | 107. The Great Basin and Sierras. |
| 104. The Yellowstone Park. | 108. California: the Yosemite Valley. |
| 105. Colorado: Pike's Peak and Monument Park. | 109. British Columbia. |
| | 110. Alaska. |

SPRING OF 1890.

- | | |
|------------------------------|--------------------------------|
| 111. Mexico. | 116. Sponges and Star-fishes. |
| 112. Central America. | 117. Corals and Coral Islands. |
| 113. The West Indies. | 118. The Oyster. |
| 114. Peru and Chili. | 119. The Nautilus. |
| 115. Brazil and the Guianas. | 120. Crabs and Lobsters. |

The new auditorium described in my last report contains 1,000 seats, and yet our audiences have increased so remarkably that the average attendance during the autumn course was 1,150; that is, an average of 150 teachers stood throughout the hour and a half that each lecture occupies in its delivery.

COMMITTEE

At the closing subject of Alaska, 1,300 were present, and so many were turned away for want of standing room that the lecture was repeated the following Saturday to 700.

Afterwards at an evening lecture upon the same topic 1,000 citizens were present, making the total number of teachers and citizens who came to the Museum to learn about that one subject to be over 3,000.

In comparison with these figures it should be mentioned that at the first lecture I ever delivered to teachers, the audience consisted of exactly twenty-eight persons.

As the existing contract between the Department and the Museum must expire on the 1st day of October, 1890, a bill for continuing the work during the ensuing two years was unanimously passed by both branches of the Legislature.

To prepare myself to speak from personal observation upon the various countries bordering on the Mediterranean and to secure proper illustrations for my lectures on those lands, I journeyed to those countries at my own personal expense, as in all previous years. From New York I sailed to Gibraltar and Malaga, and thence crossed the Mediterranean to Oran one of the principal cities of export in Algeria.

Proceeding by land to the city of Algiers, my party and myself visited its suburbs and went down to Bougiah, which is one of the most strikingly picturesque ports on the whole coast of the Mediterranean.

A carriage road constructed by French military engineers led us directly through the coast range of the Atlas mountains by the famous gorge of Chabet. Constantine we found to be a large city situated

on a high mountain. It has been an important capital since the times of the Romans.

Turning southward we crossed all the remaining mountain chains including the Great Atlas Range, and came down to the desolate waste of the desert of Sahara at Biskara.

From Constantine we continued westward to Tunis and visited the ruins of Carthage, whose sad history makes it the most thrilling place on which a traveler can stand throughout all the borders of the Mediterranean Sea.

From Goletta, the port of Tunis, we returned by a mail steamer that stopped at every port in its way to Algiers. Returning to Oran we journeyed to Tlemcen which was the principal city of the Moorish empire of Algeria when Spain was finally subjugated by Ferdinand and Isabella, and the last of the Moorish Sultans was driven from the Alhambra to these shores. Our journeys in Algeria extended to over 2,200 miles.

Crossing the Mediterranean from Oran to Marseilles we traveled along the northern flanks of the Pyrenees to Pau and Biarritz on the Bay of Biscay, passing up from time to time into those valleys which are most noted for their hot springs and charming scenery, and ascending that commanding mountain, the Pic-du-Midi, where the French government has a most elaborately equipped signal station for its weather bureau. Throughout all these journeys I made many photographs to illustrate my lectures.

At this point I learned that the above bill for continuing the instruction to teachers at the Museum had failed to become law, and I was therefore obliged to turn my face homeward instead of completing my plan of traveling and photographing in the Tyrol and other parts of Central Europe.

That our work which has been carried on by the State continuously since the year 1884 might not suffer any interruption, the board of education of this city, at its regular meeting held in September unanimously adopted the following preambles and resolutions:

WHEREAS, This board learns with great regret that the bill for continuing the lectures given under the auspices of the State Superintendent of Public Instruction, at the American Museum of Natural History, to our teachers, which passed the last Legislature, has failed to become a law and that no provision is now made by the State for carrying on this important aid to the instructors in our public schools; and,

WHEREAS, These illustrated lectures have been given continuously for the past six years with steadily increasing usefulness to our teachers year by year; and,

WHEREAS, Very recently the city has generously enabled the Museum to provide a spacious hall, specially arranged for visual instruction; and,

WHEREAS, It is shown on page 590 of the report of the State Superintendent of Public Instruction, transmitted to the Legislature on January 7, 1890, that the aggregate school tax, raised by the State for the year beginning October 1, 1888, was \$3,469,199.95, of which amount the city of New York paid \$1,560,373.51, or over forty-four per cent, and of this sum only \$684,094.42 was appropriated for our own schools, while the balance, \$876,279.09, was taken from us to maintain public schools outside our corporate limits; and,

WHEREAS, Of the \$175,734.06 paid out of the State treasury for the maintenance of the State normal schools in the same year, our city, in its payment cited above, contributed its forty-four per cent, or \$77,322.98 (see statement annexed), while the bill for continuing the instruction to our teachers only asked for \$15,000, or less than one-fifth of the sum we paid toward the support of the normal schools of the State and less than two per cent of the balance of our tax, which was left in the State treasury for the support of public education outside our city, and even this small sum was not granted; so that it is evident that justice has not been rendered to the million and a half of our citizens and the 4,000 teachers under our charge; therefore,

Resolved, That this board hereby expresses its high appreciation of the ability and efficiency with which these lectures have been conducted and of their great value as educational aids and incentives to the teachers of our public schools; and,

Resolved, We hereby solicit the trustees of the American Museum of Natural History and the State Superintendent of Public Instruction to provide, if possible, some way to

avoid any interruption in this important work until the next session of the Legislature, when it is hoped and believed that the usual proper provision will be made.

Resolved. That a copy of these resolutions be forwarded to the Governor, the State Superintendent of Public Instruction, and the trustees of the American Museum of Natural History, and that the committee on "Course of Study" confer with the authorities above named, with the view of securing the continuance of the aforesaid lectures and instruction to our teachers.

STATEMENT.

Sums paid out of the State treasury for the maintenance of the State normal schools for the year 1889, from the report of the State Superintendent of Public Instruction transmitted to the Legislature January 7, 1890:

Albany, page 189.....	\$23,519 53
Buffalo, " 193.....	18,014 18
Cortland, " 202.....	20,822 79
Fredonia, " 210.....	18,499 24
Geneseo, " 218.....	20,573 66
New Paltz, " 227.....	16,074 68
Oneonta. (No statement.)	
Oswego, " 241.....	20,614 81
Potsdam, " 246.....	19,615 77
Brockport, " 250.....	17,999 40
Total	<u>\$175,734 06</u>

(Of which forty-four per cent is \$77,322.98.)

The teachers of this city and vicinity have also taken active measures to secure, in the early days of the next session of the Legislature, the passage of a bill for continuing our system of instruction.

Respectfully submitted.

ALBERT S. BICKMORE,

Professor in charge of the Department of Public Instruction and Curator of Archæology and Ethnology in the American Museum of Natural History.

NEW YORK, September 26, 1890.

Inventory of the property paid for by the appropriations provided by the State of New York, and at the American Museum of Natural History in Central Park.

Thirty-eight settees (cost).....	\$258 00
One copying camera, 6½ by 8½.....	22 00
One copying camera, 8 by 10.....	30 00
Two copying camera lenses.....	81 00
One multiplying camera, 8 by 10, for slides	50 00
One pair adjusters	10 00
Two sets flexible tubing and connections.....	15 00
Photographic chemicals in "dark room."	50 00
One view camera, 6½ by 8½.....	46 00
Lens for same	42 00
One tripod	3 50
Case for view camera	5 00
Two double lanterns with two high-pressure keys and one pair long-focus lenses, half size, and cones.....	275 00
Two lantern boxes (one double and one triple), without condensers and objectives, and one triple dissolving key for new hall	405 00
Two hundred boxes for lantern slides at 50 cents each	100 00
Five thousand fifty-six negatives at 75 cents each.....	3,792 00
Nine thousand four hundred seventy uncolored lantern slides at 40 cents each	3,788 00
Two thousand six hundred sixty-nine colored lanterns slides at 75 cents each	2,001 75
One eight-tenths retouching frame.....	3 50
One tripod focusing glass	75

One eleven-fourteenths retouching frame.....	\$7 50
One chair.....	2 00
One table for color work.....	5 00
One diamond for cutting glass and three graduates.....	8 00
Eight eight-tenths rubber trays and two agate trays.....	14 20
Six funnels and one eight-tenths glass bath-holder	4 00
One trimmer and brass patterns for cutting mats.....	4 50
Nine drawings by Dr. Prudden on alcoholism (cost).....	225 00
One tourist's 4 by 5 camera, with twenty-four holders in case, folding tripod and outside case (cost).....	160 00
One copying table (cost)	25 00
One copying table with adjustable rack.....	50 00
Cuvier's Natural History, sixteen volumes	313 00
Forty-six volumes Cassell's Natural History (to be distributed).	
One hundred and forty-eight microscopic slides at 60 cents each	88 80
Twelve microscopic slide boxes.....	3 00
Four pairs fifty-five foot cylinders, two pressure gauges and two valves	310 00
Stenographer's notes for 110 lectures.	
Six microscopic stands and five objectives.....	188 00
Three Newton's objectives, one-quarter size	18 00

EXHIBIT No. 6.

SCHOOL COMMISSIONERS.

1. NAMES AND POST-OFFICE ADDRESSES.
 2. SCHOOL COMMISSIONER DISTRICTS.
 3. DEPARTMENT CIRCULAR.
 4. WRITTEN REPORTS.
 5. TABULATED LIST OF SCHOOL DISTRICTS WHICH HAVE FAILED TO COMPLY WITH THE LAW IN REFERENCE TO "HEALTH AND DECENCY."
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LIST OF SCHOOL COMMISSIONERS.

1. LIST OF SCHOOL COMMISSIONERS OF THE STATE OF NEW YORK, FOR THE TERM COMMENCING JANUARY 1, 1888, WITH POST-OFFICE ADDRESSES.

REVISED TO NOVEMBER 1, 1890.

COUNTIES.	Districts.	Names.	Post-offices,
Albany.....	1	John J. Callanan	Callanan's Corners.
	2	George A. Conklin.....	South Westerlo.
	3	George McDonald	West Troy.
Allegany	1	Dawson D. Dickson	Angelica.
	2	Elba Reynolds	Belmont.
Broome	1	Eber S. Devine.....	Box 354, Binghamton.
	2	James L. Lusk.....	Binghamton.
Cattaraugus.....	1	Henry A. Soule	Allegany.
	2	Stanley N. Wheaton	Little Valley.
Cayuga	1	Josiah Gailey	Weedsport.
	2	George Peckham	Moravia.
Chautauqua.....	1	Charles H. Wicks	Panama.
	2	Emmons J. Swift	Forestville.
	3	James R. Flagg.....	Frewsburg.
Chemung	1	Thaddeus P. Jackson	Horseheads.
Chenango	1	LeRoy C. Hayes	Norwich.
	2	Marcus N. Horton	Bainbridge.
Clinton	1	Ezra J. Day	Valcour.
	2	Hiram M. Mott.....	Champlain.
Columbia.....	1	Myron Schermerhorn	Glenco Mills.
	2	Orville Drumm	Stuyvesant Falls.
Cortland.....	1	La Floyd Stillman.....	Cortland.
	2	Henry I. Van Hoesen.....	Truxton.
Delaware.....	1	George D. Chamberlin.....	Franklin.
	2	Ebenezer R. Harkness	Delhi.
Dutchess	1	William R. Anderson.....	Millbrook.
	2	John A. Vanderwater	New Hamburg.
Erie	1	Christopher E. Smith.....	Lancaster.
	2	Leslie W. Lake	Hamburg.
	3	William A. Staffin	Collins Centre.
Essex	1	Frank B. Wickes	Willaborough.
	2	Robert R. Stevenson*.....	Ticonderoga.
Franklin.....	1	James M. Wardner	Rainbow.
	2	William G. Cushman	Fort Covington.
Fulton	1	Joseph B. Thyne.....	Johnstown.
Genesee	1	William J. Barr	Batavia.
Greene.....	1	Elbert R. Parsons.....	Hunter.
	2	Newton Sweet.....	New Baltimore.
Hamilton.....	1	Daniel Cochran	Wells.
Herkimer	1	Samuel H. Newberry.....	Little Falls.
	2	Harrington P. Whitney	Ilion.
Jefferson	1	S. Whitford Maxson.....	Adams Centre.
	2	Truman C. Gray.....	Antwerp.
	3	Charles E. Whitney.....	Cape Vincent.
Kings.....	1	Andrew G. Cropsey.....	Box 23, Bath Beach.
Lewis.....	1	Willis Maine	Port Leyden.
	2	Robert W. Jones.....	Lowville.
Livingston	1	Foster W. Walkert.....	Caledonia.
	2	Austin B. Dunn.....	Ossian.

* Appointed August 21, 1890.

† Appointed September 15, 1890.

LIST OF SCHOOL COMMISSIONERS — (Concluded).

COUNTIES.	Districts.	Names.	Post-offices.
Madison	1	Rollin C. Francis	Georgetown.
	2	Daniel Keating	Chittenango Falls.
Monroe	1	D. Edgar Parsons	Rochester.
	2	Chauncey Brainard*	Chili Station.
Montgomery .....	...	Henry K. Salisbury	Amsterdam.
Niagara	1	Chauncey G. Richards	Lockport.
	2	Robert G. Woods	West Somerset.
Oneida	1	William D. Lewis	Washington Mills.
	2	Fred E. Payne	Oriskany Falls.
	3	Everett E. Edgerton	Camden.
	4	William B. Graves	Taberg.
Onondaga	1	Dudley D. N. Marvin	Baldwinsville.
	2	Ezra B. Knapp	Skaneateles.
	3	Henry D. Nottingham	Manlius.
Ontario	1	LeGrand L. Morse	Victor.
	2	Albert C. Aldridge	Victor.
Orange	1	David A. Morrison	Montgomery.
	2	Ira L. Case	Middletown.
Orleans .....	...	Charles W. Smith	Kendall.
Oswego	1	William A. Baldwin	Volney.
	2	Tracy D. Blye	Central Square.
	3	Ida L. Griffin	Mexico.
Otsego	1	Theodore L. Grout	East Springfield.
	2	Elihu R. Gregory	Edmeston.
Putnam .....	...	James E. Towner	Towners.
Queens	1	Seth S. Surdam	Oyster Bay.
	2	James B. Curley	Hempstead.
Rensselaer	1	Thomas H. Betts	Cropseyville.
	2	Lewis N. S. Miller	East Schodack.
Richmond .....	...	John J. Kenney	New Brighton.
Rockland .....	...	George E. Knapp	Haverstraw.
St. Lawrence	1	Thompson B. Mackey	Gouverneur.
	2	John A. Haig	Madrid.
	3	Frederick R. Smith	Norwood.
Saratoga	1	James F. McCormick	Ballston Centre.
	2	William N. Harris	Gansevoort.
Schenectady .....	...	John C. Weast	Rotterdam.
Schoharie	1	James K. Alverson	Middleburgh.
	2	Jacob H. Mann	West Fulton.
Schuyler .....	...	Henry S. Howard, Jr.	Watkins.
Seneca .....	...	Francis S. Godfrey	Waterloo.
Steuben†	1	Albert W. Fenton	Howard.
	2	Howard B. Harrison	Borden.
Suffolk	1	Charles H. Howell	Riverhead.
	2	William B. Codling	Northport.
Sullivan	1	William Westfall	Wurtsboro.
	2	John D. Scott†	Liberty.
Tioga .....	...	Leon O. Wiswell	Nichols.
Tompkins	1	Charles Van Marter	Newfield.
	2	Frank W. Knapp§	Etna.
Ulster	1	John J. Moran	Box 243, Kingston.
	2	George Terwilliger	High Falls.
	3	Edward C. Douglas	Ellenville.
Warren .....	...	J. Freeman Wells	Adirondack.
Washington	1	Joseph W. Barbur	Greenwich.
	2	William H. Cook	Hampton.
Wayne	1	Everett O'Neill	Savannah.
	2	Mark C. Finley	Palmyra.
Westchester	1	Jared Sandford	Mount Vernon.
	2	James B. Lockwood	White Plains.
	3	Timothy C. Adams	Bedford Station.
Wyoming	1	C. Herbert Foster	Warsaw.
	2	M. Jean Wilson	Bliss.
Yates .....	...	James A. Thayer	Penn Yan.

* Appointed May 29, 1890. † Beginning January 1, 1891, Steuben county will have three districts. ‡ Elected in 1888. § Elected in 1889.

2. SCHOOL COMMISSIONER DISTRICTS IN THE STATE OF NEW YORK, JANUARY 1, 1891.

The districts as organized in the different counties on the 1st day of January, 1891, are as follows:

ALBANY COUNTY:

FIRST DISTRICT.—Towns of Bethlehem, Coeymans, New Scotland.

SECOND DISTRICT.—Towns of Berne, Rensselaerville, Westerlo.

THIRD DISTRICT.—Towns of Knox, Guilderland, Watervliet.

The city of Albany is organized under a special school act.

The city of Cohoes is organized under a special school act.

ALLEGANY COUNTY:

FIRST DISTRICT.—Towns of Allen, Almond, Angelica, Belfast, Birdsall, Burns, Canadea, Centerville, Granger, Grove, Hume, New Hudson, Rushford, West Almond.

SECOND DISTRICT.—Towns of Alfred, Alma, Amity, Andover, Bolivar, Clarksville, Cuba, Friendship, Genesee, Independence, Scio, Ward, Wellsville, Willing, Wirt.

BROOME COUNTY:

FIRST DISTRICT.—Towns of Chenango, Colesville, Conklin, Kirkwood, Fenton, Stanford, Windsor.

SECOND DISTRICT.—Towns of Barker, Binghamton, Lisle, Maine, Nanticoke, Triangle, Union, Vestal.

The city of Binghamton is organized under a special school act.

CATTARAUGUS COUNTY:

FIRST DISTRICT.—Towns of Allegany, Ashford, Ellicottville, Farmersville, Franklinville, Freedom, Hinsdale, Humphrey, Ischua, Lyndon, Machias, Olean, Portville, Yorkshire.

SECOND DISTRICT.—Towns of Carrollton, Coldspring, Conewango, Dayton, East Otto, Great Valley, Leon, Little Valley, Mansfield, Napoli, New Albion, Otto, Perrysburgh, Persia, Randolph, Red House, Salamanca, South Valley.

CAYUGA COUNTY:

FIRST DISTRICT.—Towns of Brutus, Cato, Conquest, Ira, Mentz, Montezuma, Sennett, Sterling, Throop, Victory.

SECOND DISTRICT.—Towns of Aurelius, Fleming, Genoa, Ledyard, Locke, Moravia, Niles, Owaseo, Scipio, Sempronius, Summer Hill, Springport, Venice.

The city of Auburn is organized under a special school act.

CHAUTAUQUA COUNTY:

FIRST DISTRICT.—Towns of Busti, Chautauqua, Clymer, French Creek, Harmony, Mina, Sherman.

SECOND DISTRICT.—Towns of Arkwright, Hanover, Pomfret, Portland, Ripley, Sheridan, Villenova, Westfield.

THIRD DISTRICT.—Towns of Carroll, Charlotte, Cherry Creek, Ellery, Ellicott, Ellington, Gerry, Kiantone, Poland, Stockton.

The city of Dunkirk is organized under a special school act.

The city of Jamestown is organized under a special school act.

CHEMUNG COUNTY:

Comprises a single district.

The city of Elmira is organized under a special school act.

CHENANGO COUNTY:

FIRST DISTRICT.—Towns of Columbus, Lincklaen, New Berlin, North Norwich, Norwich, Otselic, Pharsalia, Pitcher, Plymouth, Sherburne, Smyrna.

SECOND DISTRICT.—Towns of Afton, Bainbridge, Coventry, Greene, German, Guilford, McDonough, Oxford, Preston, Smithville.

CLINTON COUNTY:

FIRST DISTRICT.—Towns of Ausable, Black Brook, Dannemora, Peru, Plattsburgh, Saranac, Schuyler Falls.

SECOND DISTRICT.—Towns of Altona, Beekmantown, Champlain, Chazy, Clinton, Ellenburgh, Mooers.

COLUMBIA COUNTY:

FIRST DISTRICT.—Towns of Ancram, Claverack, Clermont, Copake, Gallatin, Germantown, Greenport, Livingston, Taghkanick.

SECOND DISTRICT.—Towns of Austerlitz, Canaan, Chatham, Ghent, Hillsdale, Kinderhook, New Lebanon, Stockport, Stuyvesant.

The city of Hudson is organized under a special school act.

CORTLAND COUNTY:

FIRST DISTRICT.— Towns of Cincinnatus, Cortlandville, Freetown, Harford, Lapeer, Marathon, Virgil, Willett.

SECOND DISTRICT.— Towns of Cuyler, Homer, Preble, Scott, Solon, Taylor, Truxton.

DELAWARE COUNTY:

FIRST DISTRICT.— Towns of Colchester, Deposit, Franklin, Hamden, Hancock, Masonville, Sidney, Tompkins, Walton.

SECOND DISTRICT.— Towns of Andes, Bovina, Davenport, Delhi, Harpersfield, Kortright, Meredith, Middletown, Roxbury, Stamford.

DUTCHESS COUNTY:

FIRST DISTRICT.— Towns of Amenia, Beekman, Dover, East Fishkill, Fishkill, LaGrange, Northeast, Pawling, Pine Plains, Stamford, Union Vale, Wappinger, Washington.

SECOND DISTRICT.— Towns of Clinton, Hyde Park, Milan, Pleasant Valley, Poughkeepsie, Red Hook, Rhinebeck.

The city of Poughkeepsie is organized under a special school act.

ERIE COUNTY:

FIRST DISTRICT.— Towns of Alden, Amherst, Cheektowaga, Clarence, Grand Island, Lancaster, Newstead, Tonawanda.

SECOND DISTRICT.— Towns of Aurora, East Hamburg, Eden, Elma, Evans, Hamburg, Marilla, Wales, West Seneca.

THIRD DISTRICT.— Towns of Boston, Brant, Colden, Concord, Collins, Holland, North Collins, Sardinia.

The city of Buffalo is organized under a special school act.

ESSEX COUNTY:

FIRST DISTRICT.— Towns of Chesterfield, Elizabethtown, Essex, Jay, Keene, Lewis, North Elba, St. Armand, Willsborough, Wilmington.

SECOND DISTRICT.— Towns of Crown Point, Minerva, Moriah, Newcomb, North Hudson, Schroon, Ticonderoga, Westport.

FRANKLIN COUNTY:

FIRST DISTRICT.— Towns of Belmont, Brighton, Burke, Chateaugay, Duane, Franklin, Harriestown, Malone.

SECOND DISTRICT.— Towns of Bangor, Bombay, Brandon, Constable, Dickinson, Fort Covington, Moira, Waverly, Westville.

FULTON COUNTY:

Comprises a single district, excluding Gloversville.

The city of Gloversville is organized under a special school act.

GENESEE COUNTY:

Comprises a single district.

GREENE COUNTY:

FIRST DISTRICT.— Towns of Athens, Cairo, Catskill, Halcott, Hunter, Jewett, Lexington.

SECOND DISTRICT.— Towns of Ashland, Coxsackie, Durham, Greenville, New Baltimore, Prattsville, Windham.

HAMILTON COUNTY:

Comprises a single district.

HERKIMER COUNTY:

FIRST DISTRICT.— Towns of Fairfield, Herkimer, Little Falls, Manheim, Newport, Norway, Ohio, Russia, Salisbury, Wilmurt.

SECOND DISTRICT.— Towns of Columbia, Danube, Frankfort, German Flats, Litchfield, Schuyler, Stark, Warren, Winfield.

JEFFERSON COUNTY:

FIRST DISTRICT.— Towns of Adams, Brownville, Ellisburgh, Henderson, Hounsfield, Lorraine, Rodman, Worth.

SECOND DISTRICT.— Towns of Antwerp, Champion, Le Ray, Philadelphia, Rutland, Watertown, Wilna.

THIRD DISTRICT.— Towns of Alexandria, Cape Vincent, Clayton, Lyme, Orleans, Pamela, Theresa.

The city of Watertown is organized under a special school act.

KINGS COUNTY:

Comprises a single district, excluding Brooklyn.

The city of Brooklyn is organized under a special school act.

LEWIS COUNTY:

FIRST DISTRICT.— Towns of Greig, High Market, Lewis, Leyden, Lyonsdale, Martinsburgh, Osceola, Turin, West Turin.

SECOND DISTRICT.— Towns of Croghan, Denmark, Diana, Harrisburgh, Lowville, Montague, New Bremen, Pinckney, Watson.

LIVINGSTON COUNTY:

FIRST DISTRICT.—Towns of Avon, Caledonia, Conesus, Geneseo, Groveland, Leicester, Lima, Livonia, York.

SECOND DISTRICT.—Towns of Mount Morris, North Dansville, Nunda, Ossian, Portage, Sparta, Springwater, West Sparta.

MADISON COUNTY:

FIRST DISTRICT.—Towns of Brookfield, De Ruyter, Eaton, Georgetown, Hamilton, Lebanon, Madison, Nelson.

SECOND DISTRICT.—Towns of Cazenovia, Fenner, Lenox, Smithfield, Stockbridge, Sullivan.

MONROE COUNTY:

FIRST DISTRICT.—Towns of Brighton, Henrietta, Irondequoit, Mendon, Penfield, Perrinton, Pittsford, Rush, Webster.

SECOND DISTRICT.—Towns of Clarkson, Chili, Gates, Greece, Hamlin, Ogden, Parma, Riga, Sweden, Wheatland.

The city of Rochester is organized under a special school act.

MONTGOMERY COUNTY:

Comprises a single district.

NEW YORK:

New York city is organized under a special school act.

NIAGARA COUNTY:

FIRST DISTRICT.—Towns of Cambria, Lockport, Pendleton, Royalton, Wheatfield.

SECOND DISTRICT.—Towns of Hartland, Lewiston, Newfane, Niagara, Porter, Somers, Wilton.

The city of Lockport is organized under a special school act.

ONEIDA COUNTY:

FIRST DISTRICT.—Towns of Deerfield, Floyd, Marcy, New Hartford, Whitestown.

SECOND DISTRICT.—Towns of Augusta, Bridgewater, Kirkland, Marshall, Paris, Sangerfield, Vernon, Westmoreland.

THIRD DISTRICT.—Towns of Camden, Florence, Verona, Vienna.

FOURTH DISTRICT.—Towns of Annsville, Ava, Boonville, Forestport, Lee, Remsen, Steuben, Trenton, Western.

The city of Utica is organized under a special school act.

The city of Rome is organized under a special school act.

ONONDAGA COUNTY:

FIRST DISTRICT.—Towns of Camillus, Clay, Elbridge, Lysander, Salina, Van Buren.

SECOND DISTRICT.—Towns of Geddes, Marcellus, Onondaga, Otisco, Skaneateles, Spafford, Tully.

THIRD DISTRICT.—Towns of Cicero, DeWitt, Fabius, Lafayette, Manlius, Pompey.

The city of Syracuse is organized under a special school act.

ONTARIO COUNTY:

FIRST DISTRICT.—Towns of Farmington, Geneva, Gorham, Hopewell, Manchester, Phelps, Seneca.

SECOND DISTRICT.—Towns of Bristol, Canadice, Canandaigua, East Bloomfield, Naples, Richmond, South Bristol, Victor, West Bloomfield.

ORANGE COUNTY:

FIRST DISTRICT.—Towns of Blooming Grove, Cornwall, Highlands, Monroe, Montgomery, Newburgh, New Windsor, Tuxedo, Woodbury.

SECOND DISTRICT.—Towns of Chester, Crawford, Deerpark, Goshen, Greenville, Hamptonburgh, Middletown city, Minisink, Mount Hope, Wallkill, Warwick, Wawayanda.

The city of Newburgh is organized under a special school act.

ORLEANS COUNTY:

Comprises a single district.

OSWEGO COUNTY:

FIRST DISTRICT.—Towns of Granby, Hannibal, New Haven, Oswego, Scriba, Volney.

SECOND DISTRICT.—Towns of Amboy, Constantia, Hastings, Palermo, Parish, Schroepel, West Monroe.

THIRD DISTRICT.—Towns of Albion, Boyston, Mexico, Orwell, Redfield, Richland, Sandy Creek, Williamstown.

The city of Oswego is organized under a special school act.

OTSEGO COUNTY:

FIRST DISTRICT.—Towns of Cherry Valley, Decatur, Exeter, Maryland, Middlefield, Otsego, Plainfield, Richfield, Roseboom, Springfield, Westford, Worcester.

SECOND DISTRICT.—Towns of Burlington, Butternuts, Edmeston, Hartwick, Laurens, Milford, Morris, New Lisbon, Oneonta, Otego, Pittsfield, Unadilla.

PUTNAM COUNTY:

Comprises a single district.

QUEENS COUNTY;

FIRST DISTRICT.—Towns of Flushing, North Hempstead, Oyster Bay.

SECOND DISTRICT.—Towns of Hempstead, Jamaica, Newton.

The city of Long Island City is organized under a special school act.

RENSSELAER COUNTY:

FIRST DISTRICT.—Towns of Brunswick, Grafton, Hoosick, Lansingburgh, Petersburg, Pittstown, Schaghticoke,

SECOND DISTRICT.—Towns of Berlin, East Greenbush, Greenbush, Nassau, North Greenbush, Poestenkill, Sand Lake, Schodack, Stephentown.

The city of Troy is organized under a special school act.

RICHMOND COUNTY:

Comprises a single district.

ROCKLAND COUNTY:

Comprises a single district.

ST. LAWRENCE COUNTY:

FIRST DISTRICT.—Towns of DeKalb, DePeyster, Fine, Fowler, Gouverneur, Hammond, Macomb, Morristown, Oswegatchie, Pitcairn, Rossie.

SECOND DISTRICT.—Towns of Canton, Clare, Clifton, Colton, Edwards, Hermon, Lisbon, Madrid, Norfolk, Pierrepont, Russell, Waddington.

THIRD DISTRICT.—Towns of Brasher, Hopkinton, Lawrence, Louisville, Massena, Parishville, Potsdam, Stockholm.

The city of Ogdensburg is organized under a special school act.

SARATOGA COUNTY:

FIRST DISTRICT.—Towns of Ballston, Charlton, Clifton Park, Galway, Halfmoon, Malta, Milton, Providence, Stillwater, Waterford.

SECOND DISTRICT.—Towns of Corinth, Day, Edinburgh, Greenfield, Hadley, Moreau, Northumberland, Saratoga, Saratoga Springs, Wilton.

SCHENECTADY COUNTY:

Comprises a single district.

The city of Schenectady is organized under a special school act.

SCHOHARIE COUNTY:

FIRST DISTRICT.—Towns of Broome, Blenheim, Conesville, Esperance, Gilboa, Middleburgh, Schoharie, Wright.

SECOND DISTRICT.—Towns of Carlisle, Cobleskill, Fulton, Jefferson, Richmondville, Seward, Sharon, Summit.

SCHUYLER COUNTY:

Comprises a single district.

SENECA COUNTY:

Comprises a single district.

STEUBEN COUNTY:

FIRST DISTRICT.—Towns of Avoca, Bath, Bradford, Campbell, Cohocton, Dansville, Fremont, Howard, Prattsburgh, Pultney, Thurston, Urbana, Wayland, Wayne, Wheeler.

SECOND DISTRICT.—Towns of Addison, Cameron, Canisteo, Caton, Corning, Erwin, Greenwood, Hartsville, Hornby, Hornellsville, Lindley, Rathboneville, Troupsburgh, Tuscarora, West Union, Woodhull.

After January 1, 1891, Steuben county will be divided into three districts as follows:

FIRST DISTRICT.—Avoca, Bath, Bradford, Campbell, Cohocton, Prattsburgh, Pultney, Urbana, Wayne, Wayland, Wheeler.

SECOND DISTRICT.—Addison, Cameron, Caton, Corning, Erwin, Hornby, Lindley, Rathbone, Thurston, Tuscarora, Woodhull.

THIRD DISTRICT.—Dansville, Fremont, Howard, Canisteo, Greenwood, Hartsville, Hornellsville, Jasper, Troupsburgh, West Union.

SUFFOLK COUNTY:

FIRST DISTRICT.—Towns of Easthampton, Riverhead, Southampton, Southold, Shelter Island.

SECOND DISTRICT.—Towns of Babylon, Brookhaven, Huntington, Islip, Smithtown.

SULLIVAN COUNTY:

FIRST DISTRICT.—Towns of Bethel, Cohocton, Delaware, Forestburgh, Highland, Lumberland, Mamakating, Thompson, Tusten.

SECOND DISTRICT.—Towns of Callicoon, Fallsburgh, Fremont, Liberty, Neversink, Rockland.

TIOGA COUNTY:

Comprises a single district.

TOMPKINS COUNTY:

FIRST DISTRICT.—Towns of Danby, Enfield, Ithaca, Newfield, Ulysses.

SECOND DISTRICT.—Towns of Caroline, Dryden, Groton, Lansing.

ULSTER COUNTY:

FIRST DISTRICT.—Towns of Hurley, Kingston, Kingston city, Saugerties, Ulster.

SECOND DISTRICT.—Towns of Esopus, Gardner, Lloyd, Marbletown, Marlborough, New Paltz, Plattekill, Rosendale, Shawangunk.

THIRD DISTRICT.—Towns of Denning, Hardenburgh, Olive, Rochester, Shandaken, Wawarsing, Woodstock.

WARREN COUNTY:

Comprises a single district.

WASHINGTON COUNTY:

FIRST DISTRICT.—Towns of Argyle, Cambridge, Easton, Fort Edward, Greenwich, Jackson, Salem, White Creek.

SECOND DISTRICT.—Towns of Dresden, Fort Ann, Granville, Hampton, Hartford, Hebron, Kingsbury, Putnam, Whitehall.

WAYNE COUNTY:

FIRST DISTRICT.—Towns of Butler, Galen, Huron, Lyons, Rose, Savannah, Sodus, Wolcott.

SECOND DISTRICT.—Towns of Arcadia, Macedon, Marion, Ontario, Palmyra, Walworth, Williamson.

WESTCHESTER COUNTY:

FIRST DISTRICT.—Towns of East Chester, Mamaroneck, New Rochelle, Pelham, Rye, Scarsdale, Westchester.

SECOND DISTRICT.—Towns of Greenburgh, Harrison, Mount Pleasant, North Castle, Ossining, White Plains.

THIRD DISTRICT.—Towns of Bedford, Cortlandt, Lewisboro, New Castle, North Salem, Poundridge, Somers, Yorktown.

WYOMING COUNTY:

FIRST DISTRICT.—Towns of Attica, Bennington, Covington, Middlebury, Orangeville, Perry, Sheldon, Warsaw.

SECOND DISTRICT.—Towns of Arcade, Castile, Eagle, Genesee Falls, Gainesville, Java, Pike, Wethersfield.

YATES COUNTY:

Comprises a single district.

3. DEPARTMENT CIRCULAR.

COMMISSIONERS' WRITTEN REPORTS, 1890.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION, }
 SUPERINTENDENT'S OFFICE, }
 ALBANY, September 20, 1890. }

.....
School Commissioner :

SIR.—You will please transmit to this Department on or before October fifteen, next, your written report concerning the general condition of the schools under your charge, touching briefly upon such matters as you may desire to bring to my attention.

Your report should be comprised within four pages of *legal cap paper*, and in its preparation the following suggestions should be observed:

1. Write only on one side of the sheet.
2. Begin *first sheet* as indicated on blank A inclosed.
3. Consult thirty-sixth annual report as to general form of written report. Formal introductions and conclusions may be omitted.
4. Carefully revise your report, giving special attention to paragraphing, punctuation, etc.
5. Omit two lines between different topics.
6. Do not include in body of your report any of the blanks inclosed except blank A. Reference may be made, however, in your report to facts shown by the blanks as returned.
7. Return the accompanying blanks properly filled out with your written report. The following blanks are herewith inclosed:
 - A. First page of report — general statistics.
 - B. List of school districts which have not complied with the law in reference to "health and decency" by neglecting to keep out-buildings in "a clean and wholesome condition."
 - C. Uniform examinations — statistics for the year.
 - D. Uniform examinations — list of first-grade certificates issued from October 15, 1889, to October 15, 1890.
 - E. List of superintendents and principals of union or graded schools.

As commissioners' reports must go to the printer by counties in alphabetical order, it is highly important that they should reach the Department promptly at the time indicated, in order that the work may not be delayed. Publication can not be guaranteed any report which does not reach the Department at the time specified.

Yours very respectfully,

A. S. DRAPER,
Superintendent.

4. WRITTEN REPORTS OF SCHOOL COMMISSIONERS.

In order to economize space in this volume, to be devoted to important matters which have not heretofore been included as a portion of the annual report, it is deemed advisable to omit from commissioners' written reports the customary formal introductions and conclusions, and in some instances other matters not directly relating to the needs or conditions of the schools.

Statistics giving full information concerning "Uniform Examinations," compiled from special reports of school commissioners on that subject will be found under a separate exhibit.

A tabulated list of school districts which have failed to comply with the provisions of chapter 538 of the Laws of 1887 in reference to "Health and Decency," will be found at the close of the written reports of school commissioners, being No. 5 of this exhibit.

ALBANY COUNTY — FIRST DISTRICT.

JOHN J. CALLANAN, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Bethlehem.....	14	36	16	672	77,115	\$24,250	\$2,164,799	\$2,376 78	\$5,434 96	55
Coeymans	14	34	16	668	65,215	18,325	1,910,365	2,291 55	5,631 24	21
New Scotland.....	16	51	16	653	60,288	11,425	2,024,360	2,222 34	3,256 14	34
Total	44	121	48	1,993	202,618	\$54,000	\$6,099,524	\$6,890 67	\$14,329 34	110

GENERAL.

It is obvious that the schools of this commissioner district are in a progressive condition. The attention of the people has never before been so generally turned to the schools as at this time. Trustees have never before been so discriminating in the selection of teachers. These are encouraging signs.

Teachers generally are using all the means within their reach to increase the effectiveness of their work. The teachers' associations are carried on with growing interest and benefits.

The teachers' institute was held in Clarksville last May, under the conductorship of Professor I. H. Stout, assisted by President W. J. Milne, Ph. D., LL. D., Miss Mary A. McClelland, Miss Mary B. Hyde, of the Normal College, and Miss Ella L. Richardson. The instruction in drawing must prove very beneficial.

The plan of action here is to effect a perfect organization of the teachers, pursuing a regular course of study and adopting a uniform examination in the schools, that their work may be systematic, united and consistent.

The new plan of apportioning the public money will benefit the districts having the smallest schools.

If the means were at hand to enable teachers to establish in pupils a good reading habit much good would be accomplished thereby.
The necessity of a compulsory attendance law remains as urgent as ever.

CALLANAN’S CORNERS, N. Y.

ALBANY COUNTY—SECOND DISTRICT.

GEORGE A. CONKLIN, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Berne	20	40	20	594	46,100	\$10,397	\$1,003,275	\$2,163 51	\$2,300 33	55
Rensselaerville	18	35	18	388	33,111	6,305	1,058,395	1,857 23	1,685 12	22
Westerlo.....	17	38	17	404	34,301	7,580	1,190,940	1,788 69	2,760 27	46
Total.....	55	113	55	1,386	113,512	\$24,282	\$3,252,610	\$5,809 43	\$6,745 72	123

GENERAL.

The 115 official visits in the schools of my district have fully satisfied me that onward and success is their aim. As a rule, I found the teacher doing thorough and practical work. The need of a great many of the teachers is a thorough training in methods; not many have ever had any special training in systematic school work, although results given have been very satisfactory, and much praise is due them.

District No. 11, town of Westerlo, has erected a neat, well-planned and comfortable school-house, which both parent and pupil will appreciate alike, and it will stand as an honor to the enterprise and intelligence of the district. May the same spirit of reformation become contagious, and every district which has the gloomy and worthless hovel, so improperly termed a school-house, become so affected that instead of the unsightly structure, a suitable and comfortable one may stand instead.

Arbor Day was observed in most districts, and considerable interest is manifested in districts where the sites will admit, in beautifying the grounds — another incentive to progress.

The district institute was held at Preston Hollow, May nineteenth. Professors Barnes and Kennedy gave the institute some of the most excellent and practical work ever given in this commissioner district, and much of the work outlined by these able and esteemed educators, I am pleased to say, was carried in the school-room, and is there to-day, and to stay.

The town associations which were organized nearly three years ago are continually growing more interesting, and it is no longer a burden

for the teacher to get out once a month for mutual benefit, but a pleasure; and the benefits derived from educational associations can not be over-estimated.

Trustees of all districts report the condition of the law in regard to health and decency complied with.

The uniform examination system is being better understood and more appreciated, especially by the progressive teacher and the intelligent public.

SOUTH WESTERLO, N. Y.

ALBANY COUNTY — THIRD DISTRICT.

GEORGE McDONALD, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Watervliet	24	48	67	4,005	445,361	\$104,670	\$10,354,943	\$12,960 88	\$24,971 77	64
Guilderland	14	25	18	686	73,456	15,335	1,541,050	2,455 98	3,879 49	120
Knox	11	23	12	282	24,854	5,465	613,953	1,404 24	1,639 91	58
Totals	49	96	97	4,973	543,671	\$125,470	\$12,509,946	\$16,821 10	\$30,491 17	242

GENERAL.

The schools of the third commissioner district of Albany county are all in a prosperous condition, and I am more than pleased with the work accomplished during the past year. There seems to be a general desire for improvement on the part of parents as well as teachers. Much willingness has been expressed and active measures have been taken by the patrons of most of the districts to provide pleasanter school-rooms and grounds, besides better facilities for school work.

I believe the standard of teachers in this district is steadily growing better and higher, and in the near future, with the opportunities afforded them and with the spirit manifested by them in embracing those opportunities, I have no doubt but they will reach as near perfection as may be.

An institute for this commissioner district was held at Altamont, June ninth to thirteenth, with Professor I. H. Stout, conductor, assisted by Miss A. L. Balch and teachers of the district. Professor Stout's work was of a high order, and the instruction given by Miss Balch was well received. Three most excellent lectures were delivered before the institute. Tuesday evening Professor Edward A. Burt delivered a lecture, subject, "Experiments with Oxygen." Professor Burt handled his subject with consummate skill and ability, before a highly pleased audience. Wednesday evening Professor I. H. Stout spoke upon "Some Objects of Interest in the Empire State," and illustrated the same with stereoptican views, which were very entertaining

and instructive. Thursday evening the institute listened to a most eloquent address by President Wm. J. Milne, of the State Normal College of Albany, subject, "Neglected Education."

School district No. 4 of the town of Guilderland is now erecting a building which will be an ornament and a model of school structure, being built with all the conveniences which the modern school-house should possess. I have every reason to believe that in two other districts new buildings will replace the old ones in a short time, on the completion of which the school-houses in this district will be in most excellent condition.

Arbor Day exercises were held by a great number of districts, a number of trees were planted, and the programs that were carried out were excellent. District No. 11 of the town of Watervliet competed for the "Wadsworth" prize, receiving the second prize of fifty dollars.

WEST TROY, N. Y.

ALLEGANY COUNTY — FIRST DISTRICT.

DAWSON D. DICKSON, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Allen	9	11	18	204	17,090	\$3,100	\$205,900	\$886 03	\$656 16	20
Almond	10	13	21	376	33,305	4,200	451,220	1,152 55	1,371 96	13
Angelica	8	15	17	400	38,398	6,800	565,585	1,356 98	2,441 40	47
Belfast	8	13	17	397	42,875	6,825	520,931	1,364 30	2,347 59	37
Birdsall	7	10	14	194	15,033	3,000	223,851	693 88	673 93	18
Burns	9	15	20	454	47,787	10,700	466,066	1,531 21	1,861 42	16
Caneadea	11	13	25	408	32,931	4,460	422,968	1,394 41	1,067 29	23
Centerville	9	9	18	232	21,464	4,325	380,844	965 36	1,463 57	18
Granger	7	7	11	223	18,968	2,975	271,515	809 39	666 08	22
Grove	10	19	15	228	20,990	3,225	239,617	1,013 71	1,033 50	25
Hume	14	18	31	508	54,574	7,400	779,272	1,866 92	1,953 07	82
New Hudson	12	13	18	350	32,962	5,850	551,155	1,367 54	1,742 44	44
Rushford	13	16	30	423	46,407	6,560	705,241	1,630 43	3,052 65	18
West Almond	8	10	16	159	11,677	2,730	169,799	770 41	449 85	7
Total	135	182	271	4,556	434,461	\$72,150	\$5,953,964	\$16,803 12	\$20,780 91	390

GENERAL CONDITION OF SCHOOLS.

Public interest in the common schools is very pronounced. People are always ready to talk over school matters and with a marked interest and cheerfulness where they have successful teaching. I believe we have started on a new era of public school work with bright prospects. There has been more harmony and coöperation during the past year than the year preceeding. The teacher's quota being raised to \$100 has done more to encourage those in small and poor districts than any other legislation in many years. Everybody is pleased and feels that he is being helped. It means better school furniture and more repairs with entire willingness. There is better

work done in the schools by teachers. They are adopting some methods in their work and are demanding something to work with.

UNIFORM EXAMINATIONS.

This system has been a rigid test. The progressive teachers are all in favor of it, the others are opposed to it, but the latter class is very limited. Our best teachers say they are "glad of it." There has been more hard work this past year and up to the present in securing second-grade certificates, owing, I think, to the changes made. Still I am surprised at the improvement of many teachers. The uniform system has been, I think, fairly and honestly tried, and on the whole it is a decided success and the teachers generally favor it.

CONDITION OF SCHOOL-HOUSES, ETC.

While there are many school-houses and sites not what might be desired, yet new school-houses are being built and many extensively repaired. The old and dilapidated are gradually disappearing. Three new school houses have been built and six extensively repaired during the past year. It is expected and hoped the good work will continue. The people are unanimous in favor of obeying the laws of health and decency. It is indeed surprising to see how rapidly public sentiment grows in favor of improving school sites and adorning them.

IN GENERAL.

Arbor Day has been more generally observed than before. It is popular and is here to stay as one of the most popular days of the year.

Uniformity has worked well on examinations, why not try it on text-books? There is little or no uniformity in a large portion of the common district schools. This is of all other things the greatest hindrance in the district schools of New York State. District uniformity attempted heretofore has proved to be a failure.

I have little reason to change my views on the subject of free text-books since last year. Then I was undecided as to the propriety of free text-books. I think now, however, that the State can better afford to have a little extravagance than to bear the consequence of partial illiteracy and its consequent criminal tendencies and fruits. I therefore hope something may be done in this direction so that every child can have a text-book.

NEEDED LEGISLATION.

While taxpayers seldom harass trustees, yet there are some who occasionally make trouble without serious cause. Trustees are not paid and can not afford to give time to litigation or be subjected to the ordeal of an appeal. Individuals who may have personal grievances appeal on technicalities without thinking much about success so long as they can have the district pay costs if defeated. The district is helpless, and while it is the act of one the entire district is held responsible. I therefore believe that all appellants should be required to give a guarantee for costs as the first step in their proceeding. I think commissioners in taking testimony ought to be clothed with judicial powers or the Department should have the power of appointing a referee from among the attorneys. It is no pleasant thing to take testimony in the form of gossip and hearsay of the neighborhood

for all past time with no power to exclude it, no matter how improper it may be. Trustees ought to receive some compensation for their services as such officials. Their liability is too great without any remuneration whatever.

ANGELICA, N. Y.

ALLEGANY COUNTY—SECOND DISTRICT.

ELBA REYNOLDS, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Alma	7	....	9	386	34,137	\$4,320	\$271,501	\$1,249 97	\$1,687 03	16
Alfred	6	1	9	344	34,919	13,440	403,345	1,097 90	2,471 65	20
Andover	7	1	12	474	51,428	6,180	499,890	1,579 25	2,100 50	11
Amity	9	2	14	459	47,886	3,500	918,806	1,525 10	3,449 38	18
Bolivar	8	2	14	498	55,880	7,250	628,585	2,094 95	3,084 50	7
Clarksville	8	6	7	185	17,066	3,065	407,679	748 01	1,092 80	10
Cuba	7	6	15	512	61,554	18,090	1,298,414	1,806 39	2,401 84	16
Friendship	9	7	14	519	53,561	5,275	860,523	1,824 22	10,742 05	12
Genesee	5	4	5	268	23,974	3,100	264,400	806 30	1,077 75	12
Independence	7	4	9	391	38,677	4,200	287,143	1,210 80	1,332 62	21
Scio	7	8	8	263	23,385	2,700	333,707	1,206 96	1,124 04	44
Ward	8	....	8	193	14,576	3,460	275,165	756 11	991 49	24
Wellsville	11	6	23	849	97,912	23,612	1,589,440	3,468 16	6,164 28	4
Willing	7	7	7	322	25,124	5,125	188,738	852 36	1,061 55	8
Wirt	11	8	14	378	37,926	12,050	668,019	1,504 39	2,549 54	43
Total	127	60	168	6,042	618,005	\$115,367	\$8,905,349	\$21,730 87	\$41,331 02	266

(No written report submitted.)

BROOME COUNTY—FIRST DISTRICT.

EBER S. DEVINE, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Conkling	8	16	8	271	23,312	\$4,675	\$696,275	\$965 56	\$1,250 38	56
Fenton	9	16	9	229	21,048	4,760	515,977	1,080 47	1,028 22	8
Kirkwood	10	20	10	303	28,369	4,800	711,949	1,149 36	1,388 11	29
Chenango	13	26	13	313	29,975	6,095	967,325	1,395 67	1,361 81	35
Windsor	24	43	27	681	65,292	17,090	1,390,206	3,015 05	4,466 77	33
Sanford	23	41	30	762	73,529	22,945	1,257,308	3,600 39	6,927 74	83
Colesville	28	53	30	744	69,647	12,995	1,491,392	3,205 90	2,901 18	92
Total	115	215	127	3,303	311,172	\$73,360	\$7,030,432	\$14,412 40	\$19,324 21	336

VISITS AND OBSERVATIONS.

I have made 215 official visits to the schools during the past year. The impressions derived from these visits satisfy me that, with few exceptions, the schools of this district are advancing. As evidences of progress may be mentioned, a general desire on the part of the teachers to better qualify themselves for their work, greater regularity in attendance on the part of pupils, and increased public interest in educational affairs as evinced in the general improvement of school-houses and their surroundings. I am satisfied that there is a steady improvement in the character of the work done by the teachers. Educational books and periodicals are read much more than formerly, and teachers are constantly inquiring what they should study to better prepare them for school work.

MISCELLANEOUS.

I would recommend that two days be given instead of one in examinations for second grade. I think there is too much work for one day, as the regulations now require seventy-five per cent in Methods and Penmanship in addition to the subjects before required.

The school-houses and out-buildings with but few exceptions are in good condition. No new building has been erected during the year, but district No. 17, town of Windsor, has made extensive repairs. The trustees reports show that they have complied with the law in keeping the out-buildings in a clean and wholesome condition.

Arbor Day was observed in all of the schools that were in session at that time. The programs were promptly distributed when received from the Department. Three hundred thirty-six trees were planted, besides shrubs and vines. Literary exercises were generally held in the school-room, and teachers, pupils and patrons seemed to vie with each other in a general observance of the day.

The teachers' institute for this district was held at Windsor during the week beginning May twelfth, with Professor C. T. Barnes as instructor, assisted by Dr. J. M. Milne, of the Oneonta Normal School, Professor G. R. Winslow and Miss Eudora Allen, of Windsor Union School. Miss Augusta L. Balch, of the Oswego Normal, was present two days as instructor in drawing. The number of teachers registered was 151. It was successfully and ably conducted. An exhibition of school work was displayed by a large number of schools. The practice should be kept up at future institutes.

A large number of teachers have been given recommendations to attend normal schools. The demand for normal teachers is steadily increasing. In many districts liberality is shown on the part of the trustees, and the teachers' work appreciated; yet in some districts, where the trustees have no patronage for the schools, the great desire seems to be to conduct them as cheaply as possible.

As I stated last year, I am heartily in favor of the "township system." I have called the attention of thinking and progressive men to this system, and it meets with general approbation.

There are two union schools in this commissioner district — one at Windsor, employing four teachers, and one at Deposit, employing eight. There is also a teachers' class at Deposit. These schools are in charge of able teachers, doing most excellent work, sustained by

boards of education composed of energetic business and professional men.

During my official term I have endeavored to perform my duties to the best of my ability, and represent the whole people. I have devoted three of the best years of my life to the interests of the schools under my charge. Exposure to cold winds and trying storms for the last three years has not had a tendency to build up a constitution already shattered by exposure on Southern battle-fields; but my only regret is that I have not been able to do more for the good of my constituents. I hope that the warm hand and cordial greeting that I have everywhere received may be extended to my successor.

BINGHAMTON, N. Y.

BROOME COUNTY — SECOND DISTRICT.

JAMES L. Lusk, School Commissioner.

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Barker	11	27	15	426	32,316	\$7,200	\$914,888	\$1,682 85	\$1,679 22	24
Binghamton	14	28	22	1,101	104,426	13,700	2,188,172	2,373 89	5,895 71	...
Lisle	11	27	18	577	50,616	10,134	866,220	2,093 73	2,448 33	11
Maine	12	24	13	347	26,678	5,050	643,769	1,352 48	1,324 09	...
Nanticoke	7	14	7	225	16,269	1,450	289,011	743 78	641 90	10
Triangle	11	23	17	469	51,539	10,600	895,148	2,145 42	2,616 05	...
Union	15	33	20	697	63,065	9,650	1,599,767	2,327 11	4,368 98	27
Vestal	15	31	18	651	57,254	5,700	791,752	2,210 79	2,728 80	...
Susq. Val. Home. ..	..	2	2	93	19,698	.....	.....	455 28	.....	...
Total	96	209	132	4,586	421,861	\$63,384	\$8,188,727	\$15,385 33	\$21,703 08	72

PROGRESS.

In my first annual report to the Department, November 29, 1882, I favored:

1. Increasing the amount of public money.
2. Equalizing the school taxes by increasing the district quota.
3. Changing time of annual meeting to an earlier date.
4. Normal schools holding more to professional work and less to academic.
5. More rational methods in institute work.
6. Higher standard of qualifications for teachers.
7. Remunerating the trustees.
8. Revision of Compulsory Educational Law.

It has been my good fortune during the past nine years to aid in securing the first six of these and especially the first two. The annual State appropriation for schools is \$750,000 more than it was in 1882, and the rate of State tax for support of common schools is fourteen hundredths of a mill less than at that time. The \$100 quota bill

takes from the large cities over \$3,000 and adds it to the towns of this county, making the total increase to these towns next year about \$9,000 more than it was in 1882. We accept this increase not as a donation but as an approximation towards equalizing the school taxes in farming sections. The census shows 2,955 decrease in population outside this city, and hence there would be a falling off in public money did not the quota bill save us.

UNIFORMITY OF TEXT-BOOKS.

Last year there were no two of my large schools which had text-books alike, and not one had them like those in adjoining districts. Nearly one-half of the patrons rent farms, and often in moving from district to district have to buy new books, or send children to school where half a dozen different text-books in the same subject are used. A successful effort was put forth this year by the leading schools, assisted by commissioner, trustees, patrons and teachers, to secure a uniformity. The high-priced old books, which were getting out of date, and any new ones which were in the way of securing a uniformity, have been exchanged for modern and superior or equally good ones, free of cost to pupils, patrons and taxpayers; the retail price is no more and in some cases much less than that of the old books, and a guaranty given that the price will not be raised while they are in use, and in case of a reduction the schools shall have the benefit. The new series of arithmetics, for instance, costs less than half the price of most of the old ones and are much more practical. Generally speaking, the price of school books is too high, and unless publishers meet the demand of the times on prices, the State Legislature should take the matter in charge.

SCHOOL-HOUSES.

Of the 100 school-houses thirty have been built since 1882, forty extensively repaired, and twenty-five somewhat repaired. Only one house was condemned and that was with the concurrent action of the supervisor, Hon. Henry Marean. I have directed the reseating of eight houses, and, with one exception, it was done at the request of patrons who wished to avoid the unpleasantness of district meetings.

In closing this my ninth annual report, allow me to express my appreciation of courtesies extended to me by the Department and by my constituents.

CONCLUSION.

With just taxation, uniform text-books at reasonable prices, and a proper working of the uniform examinations, the public schools must attain a high standing.

BINGHAMTON, N. Y.

CATTARAUGUS COUNTY — FIRST DISTRICT.

HENRY A. SOULE, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Allegany.....	14	13	24	878	93,203	\$18,840	\$1,329,847	\$2,885 22	\$7,999 18	16
Ashford.....	13	4	12	377	36,959	5,835	710,381	1,367 29	1,681 52	33
Ellicottville....	10	7	14	528	54,168	20,435	726,732	1,555 26	4,011 58	27
Farmersville..	10	11	10	222	22,244	3,665	689,685	933 09	1,141 25	14
Franklinville..	12	12	15	484	50,126	7,140	638,721	1,627 78	2,955 90	17
Freedom.....	11	11	12	240	22,079	4,090	572,222	1,020 50	1,217 18	6
Hinsdale.....	8	9	9	292	26,894	3,490	439,355	1,102 75	1,301 61	39
Humphrey.....	7	7	7	217	17,684	4,210	259,989	709 50	868 94	19
Ischua.....	8	8	8	172	16,469	3,200	402,535	776 63	1,003 35	...
Lyndon.....	6	3	6	126	15,539	3,135	323,330	480 62	1,018 36	6
Machias.....	14	11	14	444	37,067	8,050	835,857	1,553 06	3,418 63	38
Olean.....	7	6	46	2,825	283,190	101,475	2,820,557	7,748 86	30,471 12	107
Portville.....	10	3	15	563	58,165	9,740	645,060	1,843 48	3,179 46	34
Yorkshire.....	11	9	13	384	36,072	4,715	551,671	1,460 37	1,342 68	11
Total.....	141	112	205	7,752	769,859	\$198,020	\$10,945,942	\$25,064 41	\$61,610 76	367

(No written report submitted.)

CATTARAUGUS COUNTY — SECOND DISTRICT.

STANLEY N. WHEATON, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Carrollton.....	6	2	15	537	60,971	\$10,350	\$662,158	\$2,002 55	\$4,452 33	21
Coldspring.....	7	2	8	238	24,738	2,335	288,983	825 86	1,605 30	11
Conewango....	11	6	13	368	40,579	6,200	779,997	1,474 44	1,634 57	36
Dayton.....	10	3	16	518	50,602	9,625	725,012	1,935 42	2,335 73	43
East Otto.....	8	4	9	308	27,788	3,650	545,277	982 29	1,261 93	13
Great Valley...	10	7	12	504	45,059	4,100	538,704	1,402 00	2,037 57	5
Leon.....	10	5	11	295	26,795	4,250	467,692	1,089 86	1,125 90	25
Little Valley...	7	5	10	359	39,853	14,200	530,930	1,137 09	3,944 40	16
Mansfield.....	10	10	10	259	22,581	3,950	576,269	1,043 49	1,097 36	6
Napoli.....	7	7	7	224	19,031	2,765	374,080	770 54	1,111 04	25
New Albion....	7	3	12	467	58,976	17,200	603,970	1,826 07	5,065 22	10
Otto.....	8	4	9	263	28,477	3,700	555,360	999 90	1,430 67	10
Perrysburgh...	9	5	10	299	28,961	7,350	443,665	1,057 66	1,576 53	32
Persia.....	8	1	13	384	47,027	14,700	899,620	2,206 11	3,086 98	14
Randolph.....	11	2	15	547	58,413	13,200	783,650	1,820 23	3,066 32	26
Red House.....	6	1	6	236	19,343	1,825	364,960	630 48	1,492 02	7
Salamanca.....	5	3	25	1,195	164,695	43,400	941,145	4,201 43	8,646 55	13
South Valley...	7	3	8	222	19,016	4,250	216,140	783 49	2,189 77	26
Total.....	145	73	209	7,223	782,806	\$167,050	\$10,297 612	\$26,188 91	\$47,160 19	339

REVIEW OF THE YEAR'S WORK.

In reviewing the year's work in this district, I observe that there are no very marked changes in the sentiment of the people touching educational interests, nor have there been any radical changes in the general management of the schools. During the three years of my administration as commissioner, I have avoided extreme measures in every particular, but have endeavored to press upon the people the great importance of the schools, and the necessity of employing competent teachers. One of the greatest obstacles we have to overcome is the demand for cheap teachers, but the uniform examinations are helping us to overcome this obstacle, and I shall endeavor not only to raise the standard of our teachers, but to elevate popular opinion touching school interests.

The commissioner district is composed of eighteen towns, and taking into consideration the amount of new work put upon commissioners relative to the uniform examinations it is impossible for the commissioner to satisfy the people by school visits, as during a greater part of the time schools are in session he is kept at home, apportioning school moneys, holding examinations, and the work following each examination, collecting annual trustees' reports, institute work, etc.

It is simply a physical impossibility for any school commissioner in a district as large as this to answer the requirements contained in title two of the General School Laws, relating to powers and duties of school commissioners.

UNIFORM EXAMINATIONS.

While I favor the uniform examinations in general, still there are defects in the system. It has been hard in many instances to convince teachers, that the uniform examination system, was a rule and requirement of the State Department, which could not be disregarded by the commissioner. There have been times when I entertained serious doubts of there being teachers enough to supply the schools, on account of many failing to obtain second-grade certificates after having held two third-grade certificates. It almost seems unjust for applicants for their second second-grade certificate to take two consecutive examinations. It very often compels teachers to travel a long distance to attend examinations, at a considerable expense, when the next examination held within the six months may be near them. I think they should pass in two examinations taken within six months, but I see no necessity for the examinations to be consecutive.

MISCELLANEOUS.

The normal schools are being attended largely from this district. There are forty to my own knowledge now in attendance in some normal school. This large attendance at normal schools was occasioned by many applicants failing to obtain second-grade certificates after having held two third-grade certificates.

Arbor Day exercises were held in many schools; 339 trees were planted, school yards were graded, and many improvements made. However, in some districts no attention was paid to the observance of the day. This neglect will soon be overcome. I think it a very proper and wisely instituted holiday, and hope for a full observance in the near future.

The \$100 teacher's quota will aid very much the weak districts, and I think it a wise law, which gives help and encouragement where needed.

LITTLE VALLEY, N. Y.

CAYUGA COUNTY — FIRST DISTRICT.

JOSIAH GAILEY, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Sterling.....	14	27	44	743	61,578	\$10,750	\$1,025,635	\$2,670 86	\$2,116 21	14
Victory.....	15	30	35	403	35,266	7,300	599,195	1,816 14	1,154 30	8
Brutus.....	7	13	21	707	83,599	15,000	2,113,317	2,383 99	2,902 21	14
Conquest.....	13	22	32	399	31,982	8,000	888,285	1,580 86	1,331 70	2
Ira.....	14	23	32	402	35,177	11,000	926,706	1,897 36	2,255 32	4
Montezuma.....	7	12	15	260	23,306	4,300	814,088	991 42	1,266 12	7
Mentz.....	5	10	14	440	49,992	10,700	814,328	1,628 12	1,691 02	1
Throop.....	6	10	14	218	20,499	3,750	693,932	895 01	1,015 65	2
Cato.....	13	24	22	379	29,590	6,850	1,012,002	1,575 43	3,378 54	26
Sennett.....	12	18	24	306	20,055	7,850	1,213,486	1,442 14	1,386 37	....
Total.....	105	189	253	4,257	397,044	\$85,450	\$10,104,974	\$16,881 33	\$18,497 44	78

GENERAL CONDITION OF SCHOOLS, ETC.

The schools in this commissioner district are in excellent condition, so far as discipline and course of study are concerned. Nearly all the teachers aim to have no whispering, and no requests during class work, and nearly all have written work in connection with all grades of reading except the highest, and oral language lessons, and oral number work with beginners. More than one-half of the school-houses have been rebuilt, or thoroughly repaired during the nine years of my service, and there seems to be a general satisfaction with the present condition of things on the part of patrons.

The uniform examination system has steadily grown in public favor, till nearly all are satisfied, unless we may except that class who are at present not able to pass, and have not enough energy to succeed.

THE TOWNSHIP SYSTEM.

I am strongly opposed to the township system for several reasons:

1. Because it will require the trouble and expense of a special town meeting, which coming in a hurrying time, and having but a single object, would not be well attended, and would soon be run by those who have jobs to get through.
2. The trouble of meeting monthly, and visiting each school once a month, is more than the average member of a school board can afford without pay.
3. The expense of paying a secretary in each town, together with office rent, janitor, etc., would aggregate a large sum for a county, or for the State.

4. The placing of low-grade teachers in some schools, and those of higher grade in others, while all are taxed *pro rata*, seems unjust, and would produce much dissatisfaction.

5. The raising of a sum sufficient to pay for all the school-houses in a town, though returned within a year, would greatly embarrass many, and would be subject to a shrinkage of two per cent for fees, and as much more for interest, for time of exchanging.

And, finally, the extra cost for expense of town meeting, office rent, secretary's salary, etc., etc., would aggregate nearly half the amount now raised by local tax, and the result would not be greatly better than by the present system.

MISCELLANEOUS.

Arbor Day was observed by perhaps half of the schools, and a good number of trees were transplanted, and I believe the interest in its observance will grow till it becomes a valued institution.

I am not in favor of *free* text-books, but would recommend that the State adopt and publish all books used in the common schools, and that such books be delivered at cost to town clerks, who should have ten per cent for handling them. By this means parents would pay something for what should be a personal expense, and there would be more care exercised in handling by the pupils, and about two-thirds of the present cost would be saved, also the confusion of having such a variety of books.

I will suggest but a few things:

- 1. Have no *joint* districts.
- 2. Allow no change of district boundary, by purchase of adjoining land, unless without buildings.
- 3. Pay a trustee five dollars annually for official work.
- 4. Make some practical compulsory education law.

WEEDSPORT, N. Y.

CAYUGA COUNTY — SECOND DISTRICT.

GEORGE PECKHAM, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Aurelius	9	16	10	354	37,058	\$6,165	\$1,229,588	\$1,407 55	\$2,165 41	31
Fleming	7	10	7	200	19,326	6,300	682,832	896 71	1,127 70	74
Genoa	11	17	14	457	45,433	9,405	849,550	1,823 71	2,300 42	32
Ledyard	12	17	13	402	37,949	7,280	1,334,300	1,586 95	1,597 33	34
Locke	8	12	10	222	18,295	4,315	463,159	1,060 34	1,520 63	13
Moravia	8	12	15	634	69,534	17,350	1,401,830	2,244 13	2,563 65	21
Niles	11	17	11	337	28,893	6,230	817,906	1,351 29	1,622 33	38
Owasco	7	7	7	245	19,422	7,205	898,380	957 72	1,032 30	3
Scipio	14	23	14	429	36,635	7,225	952,154	1,716 67	1,724 37	32
Sempronius	9	16	9	227	18,265	4,545	480,605	970 02	1,076 91	34
Springport	8	6	12	420	47,481	19,680	1,196,064	1,653 67	3,657 13	14
Summer Hill	8	5	9	190	15,535	3,845	319,336	883 77	788 65	32
Venice	13	19	13	369	31,458	6,550	936,710	1,493 08	1,526 25	27
Total	125	177	144	4,486	425,284	\$106,095	\$11,720,414	\$18,045 61	\$22,703 08	385

SCHOOL BUILDINGS AND SITES.

The condition of school buildings and grounds is gradually improving. Several school-houses have been repaired during the past year, and others have been supplied with new furniture, and 385 trees were planted on school grounds during the past year. This has been done voluntarily by the districts, although farmers in this section have had "hard times" during the past two years. I am sorry to say, however, that nothing has been done towards enlarging school sites, many of which are much too small, since fully one-half of them in this district contain less than one-fourth of an acre of land, and a few contain but little more than the school-house stands on, while the out-buildings stand on land which does not belong to the district.

UNIFORM EXAMINATIONS.

The uniform system of examination works well. It has certainly raised the standard of qualification of teachers, and placed the district schools on a higher plane, and since its workings are better understood there is but little friction. I believe that candidates for third-grade certificates should complete the examination in one day. It seems to me that the regulation permitting commissioners to grant temporary licenses has become unnecessary, now that the uniform system is so well understood; and that you would relieve commissioners from the solicitation of teachers for such licenses if you would cancel it.

SUGGESTIONS.

- Give trustees some compensation for their services.
- Require that school-sites contain at least one-half acre.
- Make text-books free.

The text-book question is a puzzling one, and demands the attention of school officers. Something should be done to secure uniformity. How this can best be done is a problem which should be solved in the near future.

MORAVIA, N. Y.

CHAUTAUQUA COUNTY—FIRST DISTRICT.

CHARLES H. WICKS, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Busti.....	12	13	13	379	30,369	\$3,700	\$708,937	\$1,392 64	\$1,716 64	53
Chautauqua.....	21	4	28	732	69,741	27,185	1,867,185	3,207 06	6,154 75	57
Clymer.....	7	8	9	312	29,808	5,115	500,171	1,141 10	1,192 61	15
French Creek.....	9	8	8	227	18,902	4,540	303,605	890 53	464 52	9
Harmony.....	22	20	28	770	64,932	16,960	609,082	3,371 42	4,651 90	51
Mina.....	13	3	14	353	38,300	5,870	1,641,518	1,542 48	1,595 68	17
Sherman.....	8	7	14	385	43,660	11,525	750,047	1,652 62	2,984 61	13
Total.....	92	63	114	3,158	295,712	\$74,895	\$6,380,545	\$13,197 85	\$18,760 71	195

CONDITION OF SCHOOLS.

This commissioner district has no very poor schools; some are better than others, always have been and possibly always will be, due, doubtless, to the fact that in the one case earnest thoughtful persons are elected and continued in office as trustees, whose practice it is to employ the best teachers and continue their services without interruption from year to year; while in the other indifferent persons are elected trustees who usually employ teachers who will teach for the least money, and if their term of service extends beyond one term of school, it is because no one else offers to teach for less money.

Insufficient pay is the greatest obstacle in the way of permanent improvement in the rural schools. Competent and well qualified teachers can not afford, neither will they teach for five or six dollars a week, but will seek more lucrative employment elsewhere.

In the main the schools are better than ever before, the teachers more painstaking and better qualified, the trustees more considerate and liberal, the school-houses in good repair and well supplied with maps, blackboards, charts, etc.

EXAMINATIONS.

I have held eight examinations according to the prescribed regulations, full reports of which accompany this communication. I think nearly all the teachers are in sympathy with the system and have no desire to have the old method of granting certificates revived. I would, however, repeat the suggestion made one year ago, that a special examination be provided for teachers in primary grades.

They are now required to be examined in subjects that do not pertain to their work and in which they should not be expected to attain a standing sufficiently high for a first or second-grade certificate.

MISCELLANEOUS.

Arbor Day was appropriately observed by sixty-six districts. There were 195 trees planted, principally maple and elm. The exercises were quite generally attended by the patrons of the schools, and much interest manifested in the day.

In closing this my last annual report, I would most gratefully acknowledge my obligations to the Department over which you preside for the many courtesies extended to me, I desire also, to specially thank the teachers for their uniform kindness and their courteous treatment. I shall always feel that whatever success I may have attained in my school work during the twelve years past has been due to their generous support and earnest coöperation.

PANAMA, N. Y.

CHAUTAUQUA COUNTY — SECOND DISTRICT.

EMMONS J. SWIFT, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Arkwright....	8	11	8	250	121,524	\$3,150	\$405,954	\$860 34	\$971 24	50
Hanover.....	16	28	30	1,171	673,690	41,067	1,857,171	4,284 42	7,123 39	57
Portland.....	11	3	13	488	240,804	10,300	1,265,631	1,600 49	2,944 24	20
Pomfret.....	17	26	22	765	417,020	13,600	2,313,871	2,681 39	4,580 05	71
Ripley.....	11	....	13	423	224,134	15,560	1,279,334	1,590 01	3,166 61	20
Sheridan.....	10	17	10	310	152,499	7,550	986,952	1,176 48	1,574 80	28
Villenora.....	11	11	11	273	152,734	5,385	440,308	1,230 75	1,108 53	36
Westfield.....	13	2	22	783	394,073	66,175	1,970,377	3,277 37	4,523 69	59
Total.....	97	98	129	4,463	2,376,478	\$162,787	\$10,519,598	\$16,701 25	\$25,992 55	321

CONDITION OF SCHOOLS.

The schools of this commissioner district embrace the five union schools located at Westfield, Silver Creek, Forestville, Ripley and Brocton; four schools of plural departments at Fredonia, Smith's Mills, Hamlet and Irving; and, besides one joint district, eighty-seven schools employing one teacher each. The work being done in these schools I think will compare favorably with that of the best schools of our State. The condition of these schools is largely what the teachers and school officers of this commissioner district make it. The average teacher cannot place his school in the front rank without the aid of an efficient trustee or board, so, "As is the teacher so is the school," is not always true. There must be unity of purpose and harmony of means to attain the greatest success. I am glad to be able to report that this spirit is abroad in this part of the State.

TEACHERS' EXAMINATIONS.

"Nothing succeeds like success." At present the system of uniform examinations is receiving, practically, unanimous support from commissioners and teachers throughout the State, while a few years ago, when the subject was first agitated, many commissioners strenuously opposed the scheme, and, at teachers' gatherings, hands went up in horror when the subject was mentioned. The system is with us to stay, so long as it is judiciously directed and faithfully carried out. I have endeavored to carry out the instructions received from the Department from time to time, and have added nothing to the requirements as laid down therein. The time never was in this commissioner district when the teachers were doing so much work in preparation for teaching. I attribute this to no one cause so much as to the system of uniform examinations. The results are evident in the work being done in the schools of to-day, and the benefit must continue to augment in largely increasing ratios under the system. Instead of driving from the profession any considerable number of worthy

teachers, very many persons of tact and ability are induced to enter the work. The positions as teachers in our schools are open under the present system to those who can show that they are the best qualified, and I know of many a young person of energy who has been stimulated to compete for these places.

These examinations have more than doubled my office work. I am of the opinion that the minimum age required to enter the work of teaching should be raised; also that the experience necessary to be eligible to a second-grade certificate should be two successful terms, instead of sixteen weeks; that no commissioner should indorse a second-grade certificate until he has re-examined the papers upon which such certificate was issued.

TEACHERS' INSTITUTES.

The institute for this district was held at Westfield, December ninth to fourteenth, conducted by Dr. Albro, with the assistance of local teachers, and Miss Richardson, of Auburn, a specialist in drawing. The work presented was excellent. An institute properly conducted is of great value, and must, of necessity, be received with favor. At present in this district the work of the institute is regarded in this light.

I am of the opinion that more good is accomplished by having the same conductor for a number of successive years. No conductor can, in one week, present and fully discuss an exhaustive outline of work. It seems to me that the State might be divided into institute districts, with a conductor to have charge of the work in a particular district for, say three years. Then some other conductor take charge of the district. I have asked for, and expect to have Dr. Albro and Miss Richardson for our institute this year.

Our teachers have made good progress in the subject of drawing from the instruction given last year, and we anticipate much from the work to be given this year.

NEEDS OF OUR SCHOOLS.

The high schools of this district are doing excellent work. A commissioner, in his connection with the uniform examinations, has an opportunity to judge very closely of the work that different schools are doing. In the papers of applicants for teachers' licenses who are or have been pupils of the high schools is reflected the work done by these schools. Through these teachers the high schools reach out into the common district schools. For this reason, much responsibility rests with our high schools, for the school of the most importance to our future citizenship is the *common district* school.

The office of trustee has become a thankless position. If the school district is to remain the unit of our system, none but those persons directly interested in having a good school should be eligible to the office of trustee, and there should be allowed by law remuneration enough to reimburse them for time and money actually expended. Recent legislation has aided the rural schools to a considerable extent, but more needs to be done. Not until we have a practical compulsory attendance law, a practical course of study, and uniformity of text-books can these schools do the work that is demanded of them. All these questions and many more of importance could be much more easily settled under the township system, than under the

present. I hope to see the discussion of these matters, that has been going on for some time culminate next winter in legislative enactments.

CONCLUSION.

With December thirty-first, I am to leave the work of the office of school commissioner. A retrospect brings to my mind nine years of hard, and at times perplexing, yet withal, pleasant labor. I am content to leave the work to other hands, realizing more fully than ever that the office is one of much responsibility, great opportunity and justly administered, one that will reflect credit and honor upon the incumbent. I desire here to thank your Department for the earnest support universally rendered, and the many courtesies extended. I cherish very kindly feeling for all members of your efficient and ably conducted Department.

FORESTVILLE, N. Y.

CHAUTAUQUA COUNTY — THIRD DISTRICT.

JAMES R. FLAGG, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Carroll.....	10	18	13	476	50,606	\$7,955	\$483,015	\$1,691 31	\$2,364 06	23
Charlotte.....	11	14	15	409	46,226	11,990	563,799	1,669 55	2,816 03	54
Cherry Creek.....	9	9	11	303	31,531	6,455	542,156	1,297 56	1,554 09	27
Ellery.....	13	15	13	285	23,317	8,160	723,917	1,301 96	2,665 88	32
Ellicott.....	9	10	10	522	31,843	7,735	544,301	1,204 62	1,473 57	25
Ellington.....	11	15	13	410	40,393	8,135	485,557	1,518 13	1,913 05	44
Gerry.....	9	11	10	254	25,175	5,100	477,576	1,126 99	1,868 31	41
Kiantone.....	5	8	5	161	13,671	2,850	286,571	577 06	706 05	21
Poland.....	8	14	10	424	35,016	5,105	559,792	1,196 45	1,738 46	9
Stockton.....	10	10	12	482	38,478	9,565	908,730	1,508 70	2,000 77	16
Total....	95	124	112	3,424	336,256	\$83,050	\$5,574,414	\$13,092 33	\$19,100 27	292

CONDITION OF SCHOOLS.

The foregoing table, compared with a similar one for last year, shows a very perceptible increase in the aggregate attendance, as well as in the number of pupils enrolled. During the year a uniform course of study has been introduced into many of the rural schools, which has been found to largely increase the attendance, and at the same time to add much to the interest and proficiency of the pupils.

Visits to the different schools show that the power of our teachers to properly give instruction is gradually increasing; and that modern methods of instruction, with varying degrees of proficiency, are being used by all. The uniform system of examinations has compelled teachers to give more careful study to the subject of methods, and the results are plainly visible in the daily work of the school-room. On the whole our schools are making commendable progress, and our teachers are worthy of much praise for their devotion to the work.

BUILDINGS AND GROUNDS.

District No. 4 of the town of Ellery has erected a new building according to plan No. 3, class 1, of the designs issued by the Department. It makes an elegant school-room, well lighted, warmed and ventilated.

A great deal has been done in the way of repairing and reseating old houses.

The effects of Arbor Day exercises are noticeable in the improved condition of school grounds, and it is much easier to interest trustees in beautifying and caring for them than heretofore. Seventy-six districts observed the day with appropriate exercises, and 292 trees were planted, besides many shrubs and flowers. Several districts used, last year, all their available space for planting trees.

Out-buildings have been well cared for and there are no delinquents to report under the law in relation thereto.

MISCELLANEOUS.

The institute conducted by Professor Barnes was an entire success. The attendance was large, the instruction practical, and its effect on the teaching has been apparent. Miss Richardson, the instructor in drawing, merited the high praise that was bestowed upon her by all the teachers. All the schools were closed during the entire week.

I have recommended more persons to normal schools this year than ever before, most of them to the Fredonia Normal School of this county. Fifteen normal graduates taught with good success in the schools of this district.

NEEDED LEGISLATION.

With the present opposition it seems impossible to have free text-books and a uniformity throughout the State. The arguments, however, which are brought to bear against that would not be valid against a law making provisions only for a uniformity of text-books in the district schools by counties. This, doubtless, would not meet with serious opposition, and it would supply the most imperative demand of district schools to-day, which is uniformity of text-books.

FREWSBURGH, N. Y.

CHEMUNG COUNTY.

THADDEUS P. JACKSON, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Ashland.....	4	4	6	163	15,423	\$3,825	\$392,682	\$809 80	\$857 14	6
Baldwin.....	7	7	7	233	22,225	2,935	217,540	884 32	686 53	33
Big Flats.....	8	10	9	319	30,813	5,175	803,785	1,146 00	1,396 42	15
Catlin.....	8	12	11	304	27,094	4,840	340,729	1,289 66	1,154 22	59
Chemung.....	14	17	16	431	37,159	7,505	1,069,086	1,829 59	2,967 87	55
Elmira.....	8	7	7	227	19,341	3,755	473,064	861 21	1,151 65	17
Erin.....	10	13	13	379	26,899	5,605	358,127	1,427 51	1,597 06	44
Horseheads.....	10	13	18	717	80,468	13,425	1,236,226	2,742 17	5,159 65	41
Southport.....	15	17	15	502	41,425	9,860	1,031,033	1,897 15	1,730 89	82
Veteran.....	13	14	15	493	46,053	7,553	270,347	1,915 58	2,434 41	59
Van Etten.....	10	12	15	454	43,586	7,412	286,951	1,719 05	1,652 04	61
Total.....	105	126	132	4,222	390,486	\$71,890	\$6,479,570	\$16,522 08	\$20,787 84	472

MISCELLANEOUS.

In this, my third annual report, I am able to say there has been a steady advance all along the line. Every branch of our school system is working in perfect harmony, or nearly so. School officers are becoming more solicitous for the welfare of their children, and are providing better accommodations; looking well in most cases to the cleanliness, and wholesome condition of out-buildings; repairing their school-houses; replacing old and dilapidated seats with modern furniture; procuring more and better apparatus; and above all, there is a growing inquiry for a better class of teachers.

When I look back over the last three years, and compare the past with the present, I am wholly convinced that the best and only way to raise the standard of our schools is to improve and elevate the teaching faculty. In no way could this have been done so effectually, and in so short a time, as by the present system of examinations. Not a few who had finished their school days and gone out into the world as teachers, have become discouraged and returned to their former school life; most of them entering some training class, or normal school.

Arbor Day was generally observed throughout the county; 472 trees were planted, being seventy-one more than were planted last year.

Two new school-houses have been built, and several more repaired. With the additional appropriation of \$250,000, and district quota of \$100, so wisely provided for by our Legislature, I am in hopes that our rural districts will be induced to make still greater improvements.

Examinations for training classes (January twenty-fifth) comes too early to accommodate this district. Not many foreign pupils enter the academy before October first to fifteenth; too late to get in a full term of sixteen weeks.

I am still of the opinion that the township system and free text-books are what we need. Let us have a uniformity of text-books and an equalization of school taxes in the towns.

A very interesting and profitable institute was held in January under the management of Dr. S. H. Albro.

I cannot close this report without expressing my gratitude for the many favors received. I have tried to conduct the affairs of the office with as little annoyance to the Department as possible.

HORSEHEADS, N. Y.

CHENANGO COUNTY — FIRST DISTRICT.

LEROY C. HAYES, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Columbus	10	2	10	304	24,041	\$5,595	\$541,840.	\$1,256 03	\$756 37	56
Lincklaen	9	1	9	161	13,217	3,570	191,322	960 12	690 25	16
North Norwich ..	9	9	8	204	15,122	2,895	447,561	877 53	905 76	16
New Berlin	17	17	24	666	62,416	8,720	1,257,993	3,067 26	4,412 74	35
Norwich	17	18	36	1,343	169,411	71,120	2,602,974	5,324 89	7,144 44	65
Otselic	11	....	12	328	25,747	4,675	454,731	1,416 62	1,167 25	29
Pharsalia	9	3	9	213	19,383	3,040	277,920	1,166 65	507 28	13
Pitcher	9	4	10	270	27,061	4,620	364,265	1,146 04	1,023 09	27
Plymouth	15	4	16	326	26,426	5,101	483,187	1,638 42	1,590 93	44
Sherburne	18	6	23	827	81,394	25,780	1,891,828	3,339 92	4,363 43	29
Smyrna	14	4	13	321	28,573	7,327	624,785	1,595 58	1,260 26	37
Total	138	68	170	4,963	492,791	\$142,443	\$9,138,406	\$21,789 06	\$23,821 80	367

IN GENERAL.

Statistics relating to the schools in this district being contained in my abstract of trustees' reports, I will only say that in comparing the same with statistics of 1878 we find the following results:

In 1878 the number of children residing in the district was 6,083. The number in 1890 was 5,383. In 1878 the number of licensed teachers employed for the school year was 162; the number in 1890 was 170. In 1878 the whole number of days taught was 20,170; the number in 1890 was 24,323. The average daily attendance at the schools during the year 1878 was 2,867, and for 1890 it was 2,804. In 1878 the estimated value of school-houses and sites was \$71,985; estimated value in 1890 was \$142,443. As will be seen, though the number of children residing in the district is not as large, yet the percentage of attendance is greater.

Two of the teachers employed were licensed by the State Superintendent, thirteen hold normal school diplomas and 154 are licensed by local authority. While it has been my effort each year to secure the best teachers for the schools of the district, I am confident that the corps now employed is one of the best, as the results of school work indicate.

I have not visited the schools as frequently during the two past years as I would, had not my time been so fully occupied in making reports, marking examination papers, delivering books to town clerks

and trustees and attending to the extra duties caused by the uniform examinations and attention which has been given to school buildings, and also because of certain embarrassments which prevented me from riding long distances as one must to reach the schools in this district. Though not being able to visit every school, I have taken great pains to get information as to the school, and from all, one or more reports have been received, and with very few exceptions I am convinced that the work is being better done than in the past. In 1879-80 I was called to assist in settling difficulties which had arisen in forty-six schools. In 1890 only two such calls have been made, and one of these was caused by no fault of the teacher, which, together with other facts, convinces me that extra time required to carefully examine and ascertain as to the natural and acquired abilities of candidates, and locate, as far as possible, the teacher in the school which his abilities indicate he will be able to preside over, is time well spent and accomplishes more than a single visit of two or three hours in the school can. Special interest manifested in the school proceeds from the teacher, and the scholars will be striving with all their power to make the greatest possible advancement, and when this is the condition very little, if any, difficulty arises.

The uniform system of examination has been a great help along this line. It stirs to preparation and activity which does produce a very decided improvement in school work. The standing required and attained does not in every case indicate ability to teach. The best judgment of the examiner should be exercised as to the tact and other qualities which should be a consideration before a certificate is issued however high the standing may be. A high standing attained will never make up for lack of ability to manage a school or a lack of moral power.

The improvement of school property has been given considerable attention. Several school buildings have been repaired, new furniture placed therein and otherwise improved. Others are to follow. A large number of the districts have enlarged their site, set out trees, made flower beds and so beautified the school grounds as to make them attractive and pleasant. Last year it was our pleasure to report the largest number of trees set out of any one commissioner district in the State. This year, district No. 12, (known as the Park School Commissioner District of the town of Columbus), receives the prize for best kept school grounds. These two facts indicate something of the interest patrons, teachers and pupils are taking in beautifying school grounds.

Of the 5,383 children residing in the district, only 4,963 attended school during the year. Four hundred and twenty did not avail themselves of the privileges of the schools, which fact pleads the necessity of a compulsory law that will be effectual in requiring and enforcing attendance at school. Such a law would aid in bringing intelligence and virtue to the masses and greater safety to the State.

The kindergarten school which was begun in Norwich about two years ago, is still doing most excellent work. An assistant teacher has been employed and instruction is given in the subjects which prepare the pupil to enter the primary grades of the union school. We entertain the hope that the influence of this kindergarten may be felt in the primary grades of all the schools, and that provision may

be made so that all classes may have the benefit and influence which come with kindergarten instruction.

CONCLUSION.

In looking back over the field I can say that the general condition of our schools has steadily improved and does afford encouragement for the future. Teachers have adopted new and improved methods, and as a rule are earnest and faithful. The people are taking greater interest in school matters and strive to aid in securing the best results.

December 31, 1890, will close my official labor, a work to which I have given the best energies of body and mind for twelve years. I am aware that many mistakes have been made which would be a cause of sadness was it not for a consciousness of doing without fear or favor, at the time and under the circumstances, what I believed to be just and right.

I can not close this report without tendering my sincere thanks to the Department for the uniform kindness and courtesy I have received; to the patrons of the schools who have been willing to assist in the good work; to the teachers who have ever shown a willingness to do their part toward upbuilding the cause of education and have tried to make everything harmonious and successful. There are associations connected with the work that I can never forget and trust that time and eternity will reveal the fact that to all the great Teacher has said "Well done."

NORWICH, N. Y.

CHENANGO COUNTY — SECOND DISTRICT.

MARCUS N. HORTON, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Afton.....	11	30	19	492	50,829	\$10,410	\$1,010,513	\$2,249 21	\$3,930 14	30
Bainbridge.....	10	30	17	468	46,667	15,220	1,008,814	2,032 36	3,889 55	19
Coventry.....	7	23	10	198	17,968	4,610	636,750	1,050 07	1,075 59	26
German.....	7	15	8	195	14,565	2,635	236,155	789 23	756 67	17
Greene.....	20	32	27	739	75,565	15,120	1,734,575	3,146 86	4,394 63	48
Guilford.....	14	41	18	422	39,671	10,065	1,204,416	2,023 11	2,584 74	42
McDonough.....	10	23	10	266	21,536	4,495	378,845	1,116 12	2,438 20	18
Oxford.....	20	44	21	524	42,589	10,360	1,596,448	2,243 84	2,815 28	41
Preston.....	8	15	8	158	13,902	3,320	419,000	765 49	842 51	22
Smithville.....	11	23	14	293	28,291	6,085	549,940	1,475 30	1,657 83	51
Total.....	118	276	152	3,755	351,583	\$82,320	\$8,775,456	\$16,891 59	\$24,385 14	314

SCHOOL ACCOMMODATIONS.

The number of new school-houses built in this commissioner district within the last three years is ten; the number thoroughly rebuilt and supposed to be nearly or quite as good as new, inclusive of one

now nearly completed, is four; twenty-seven have undergone more than ordinary repairs; twenty-four have been furnished with new patent seats and desks, and five with slate blackboards.

The union school building in Bainbridge, was last year supplied with new heating and ventilating apparatus, and during the last summer at an expense of \$355 the rooms were calcimined and painted, new recitation seats were provided, and 521 square feet of best slate blackboards put in place. Prominent as a late improvement in the Afton Union School is a fine new piano in the assembly-room. The union school building at Greene has been substantially repaired and improved.

In McDonough village, last summer, the school-house was enlarged, remodeled, thoroughly repaired and in both departments furnished with new patent seats and desks and slate blackboards. The grounds hitherto wet, rough and neglected, were under-drained, graded and supplied with stone walks.

The school-house in the village of Guilford has been substantially renovated and improved.

Of the ninety-two school-houses not mentioned above, sixty-one are in condition varying from passably fair to good, while of the others, thirty-one in number, it should be said that the health, comfort, convenience and educational advancement of the pupils therein, require that they either be thoroughly repaired or enlarged or both; or, what would be better in a few instances, replaced with new ones. Of these thirty-one there are eighteen which consist of barely one room each, and that one room must serve for porch and storm-house, entry and cloak-room, recitation and study. They can be enlarged quite readily and at light expense. An addition, twelve feet by eight feet, inclosing what is now the outside and the only door, and divided into two cloak-rooms with a hall between them, would in most cases be sufficient.

In each of forty-eight schools (out of 130 and not including the union schools) there is a set of "Complete Charts," ninety-four have maps of the United States, the world and the State of New York, all of recent date; nine have "Charts of the Human Body," eleven have globes, seventy-five have dictionaries, six have neither map nor chart, globe nor dictionary.

It seems to me that the great inequalities in the advantages afforded to the pupils of different districts, as indicated by the facts above stated, ought to be remedied. The money of the State is poured forth freely and generously to all, not in proportion to the advantages offered to the pupils, not hereafter (by reason of the new quota law) with any considerable regard to the number benefitted, and not at all in proportion to the money contributed by the districts themselves, but in such manner that the weak, the few and (I regret to say it) the stingy and penurious receive, relatively to all these considerations, the larger rather than the smaller share.

Would it not, therefore, be just and proper that the State, in addition to the requirements now imposed, further require that every district in order to be entitled to participate in the distribution of the State school money, shall first provide a certain minimum of school accommodations to be specified by law.

COMMISSIONER'S FIELD OF LABOR.

The number of districts as stated in the foregoing table does not indicate the extent of the commissioner's field. One double district, four union schools, five schools of two departments each (a department being subject to visitation as a separate school) and fifteen joint districts, make the actual number of schools which he is required to visit and inspect no less than 152. To secure the best results the commissioner should visit them all as often as twice each term, which would require 736 visits a year, some schools having two and others three terms. At best I have come short of half that number, though I have nearly or quite accomplished my purpose of visiting all twice a year.

Besides these and numerous and other duties absolutely required, the commissioner might, with great advantage to his district, do much other work if he only had sufficient time. In my opinion all the district schools could be successfully graded and placed upon a basis substantially uniform as to a course of study and a system of examinations and promotions with highly beneficial results, but under existing circumstances it is impracticable in this district to give to this matter the time and attention needful for success. If there were time for it, township associations of trustees and teachers might be organized and carried on with great benefit.

These, with other considerations, lead to the opinion that a number of commissioner districts in this State, this one included, are too large; and that provision by law should be made for their subdivision. This would require increased local taxation for expenses only. Each additional district would bring into the county annually \$1,000 of State school money. Benefits would result of far greater value than the outlay, and the present unequal distribution of the State funds appropriated to school supervision would find a partial remedy. Why, for example, should Albany county, with but 152 districts, be allowed three commissioners, with \$3,000 a year from the State, while Chenango, with 271 districts, and Delaware, with 348 districts, have each only two commissioners and \$2,000? Why should Westchester, with 143 districts, have three commissioners, while Jefferson, with 358 districts, has likewise only three commissioners? And why should the 375 districts of Oneida county be entitled to four commissioners, while only two commissioners must struggle under the burden of 380 districts in Steuben? The duty of the law-makers in this matter seems to me plain.

MISCELLANEOUS.

The general progress in school work during the year has been good, though too much interrupted by change of teachers.

The system of uniform examinations has won commendation even from its strongest opponents. No true friend of the schools would be willing to have it discontinued.

Our second Arbor Day was observed more generally, and I believe with more uniform interest, than the first.

Our institute, held at Oxford, October 21-25, 1889, with Professor Barnes as conductor, and Dr. Hoose, Professor Griffith and Miss Balch as assistants, besides excellent help from our academic principals, was entirely successful.

The annual meeting of the county association was held at Norwich in June last and was a very pleasant and profitable one.

Want of space forbids an attempt to outline a plan for securing uniformity of text-books.

BAINBRIDGE, N. Y.

CLINTON COUNTY—FIRST DISTRICT.

EZRA J. DAY, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Ausable.....	9	26	17	493	40,311	\$12,825	\$1,136,651	\$2,811 14	\$3,343 51	30
Black Brook.....	12	36	20	779	63,489	6,425	181,718	2,068 35	1,308 95	....
Dannemora	6	20	10	618	53,528	5,235	157,993	1,561 62	1,311 67	....
Peru	18	37	17	639	44,671	7,750	703,791	2,225 14	1,481 00	12
Plattsburgh	16	63	48	2,027	247,801	56,525	1,816,658	8,138 72	13,825 80	....
Saranac	16	42	23	974	72,670	6,545	369,126	3,158 43	1,749 87	33
Schuyler Falls ..	10	23	12	409	30,766	4,950	299,802	1,549 43	765 41	6
Total.....	87	247	147	5,939	553,236	\$100,255	\$4,665,739	\$21,512 83	\$23,786 21	81

GENERAL OBSERVATIONS.

The general work of the past school year has been quite satisfactory, and in many instances the teachers have shown exceptional ability in the management of their schools and the labor done therein. I have every reason to believe that nearly all of the teachers of this commissioner district are keeping themselves informed in the most improved methods of teaching, and are striving to better qualify themselves for the responsible duties of their calling. Most of them are subscribers to one or more of the best educational periodicals, and the possession of some standard work on the methods of teaching by many shows that the desire to improve is a general one.

Arbor Day was more generally observed than last year and a greater number of trees was planted. The programs sent out by the Department of Public Instruction contribute in a great degree toward making the day one of pleasure to teachers and pupils, and the exercises inspire in the youthful minds a desire to make the school grounds and their home surroundings more attractive by planting and protecting shade trees.

Eight examinations have been held during the year. One hundred ninety-five different persons have attended them. The questions have generally been fair and practical, and no one can any longer doubt that the uniform system of examinations has been the means of elevating the standard of the teachers, thereby increasing the efficiency of our public schools.

A teachers' institute was held in the village of Plattsburgh, commencing May 26, 1890, and closing at noon the following Friday

which was Memorial Day. Dr. S. H. Albro was conductor, and Dr. T. B. Stowell, of Potsdam, was present and rendered valuable assistance. Dr. Albro was not a stranger to our teachers, as he was associate conductor at the institute in 1886. His instruction was practical and received the closest attention of all teachers. Miss Ella L. Richardson presented the subject of drawing in a clear manner, showing the great importance of this study. The institute was a complete success in every respect. On Friday morning the teachers had the pleasure of listening to an address from our worthy State Superintendent of Public Instruction.

The bill passed by the last Legislature increasing the district quota to \$100, was a commendable measure, and is greatly appreciated in the weak districts. It has had a desirable effect in several instances, as some of the districts were contemplating throwing up their schools unless something be done to increase the public money.

PLATTSBURGH NORMAL SCHOOL.

This school opened for the first time on the third day of September with a large attendance of pupils, quite a number of whom have been successful teachers in Clinton and adjoining counties. Many others who are now teaching intend to enter at the beginning of the winter or fall term of next year. The location of this school in northeastern New York has been the means of arousing a desire in the teachers, especially the younger ones, to better prepare themselves for teaching, and eventually will be the means of accomplishing a great amount of good for the schools in this section of the State.

IRREGULAR ATTENDANCE.

One of the greatest obstacles with which teachers have to contend is the irregular attendance of pupils. It is a fact to be seriously regretted that there are many children growing up in Clinton county who, when they shall have arrived at the age of maturity, will not be able to read and write the English language, and yet most of them live in sight, or within a reasonable distance of a school-house, where a good school is maintained thirty-two weeks in a year. The people are awakening to this important matter and can reasonably request that something be done in the way of legislation to compel their attendance at school for a certain length of time each year. This condition of affairs exists in the larger towns as well as in the rural districts, and should receive the thoughtful attention of every citizen who is interested in the success of our schools and the future welfare of the children of this State.

VALCOUR, N. Y.

CLINTON COUNTY — SECOND DISTRICT.

HIRAM M. MOTT, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Altona	14	31	17	732	54,143	\$10,220	\$252,268	\$2,087 20	\$2,331 12	27
Beekmantown ...	16	27	16	527	49,417	8,610	422,936	1,922 93	1,466 79	20
Champlain	13	41	17	734	64,169	25,565	942,877	2,110 91	4,197 24	29
Chazy	17	40	20	762	67,933	12,875	644,565	2,560 91	2,211 98	43
Clinton	12	20	12	552	39,509	6,295	163,421	1,494 56	1,446 17	8
Ellenburgh	18	31	19	787	56,778	6,850	276,647	2,250 22	2,278 26	48
Mooers	23	58	27	976	88,058	17,825	488,489	3,617 08	3,100 11	67
Total	113	248	128	5,070	420,007	\$88,240	\$3,191,203	\$16,043 81	\$17,031 67	251

IMPROVEMENT.

The statistics show a gradual increase in the percentage of average attendance, notwithstanding the lengthening of the school year, which would naturally tend to a decrease, the whole number of children of school age being several hundreds less and the average daily attendance several hundreds more than three years ago. Certainly there is a large increase of zeal among the teachers.

MISCELLANEOUS.

The uniform system of examinations is the only proper one, but the injudicious selection of dates and occasional unfair questions have added much to the labor and blame cast upon the commissioner. If a committee of commissioners, fresh from the field of common schools, could be associated with the compilers of the questions the work would be more practical.

New school-houses have been erected in districts No. 5 in Altona and No. 3 in Clinton, and several in other districts more or less repaired.

It would be well if the certificate of the town health officer, as to the decency of the outbuildings, at the middle of each term, should be required, in order that the district may draw public money.

The *personnel* is constantly improving. There is more to encourage them and arouse their ambition under a strict system of school management. The institute at Rouse's Point, in May, Professor Albro, conductor, assisted by Miss Richardson and Dr. Stowell, was the best ever held in the county, and remarkable for its life and enthusiasm.

SUPERVISION.

Two hundred and forty-eight official visits to schools were made in the last year, about every school being visited, and nearly all of them at least twice.

The commissionership should be as far removed from politics as possible. There are numerous districts in the State wherein faithfulness to duty will deprive the commissioner of a second term. There

is now everything to encourage a policy of temporizing and catering for votes. This ought not to be. Eligibility to the office should depend upon the candidate's having passed a first-grade examination, and then it would be better to have the selection made by a county board, its members elected for three years, and not more than a third of them chosen each year. The term of office should be six years, to insure stability and independence and incite to greater care in the election, and no business care be allowed. The large amount of clerical work now imposed should be lightened, and such perplexities as accompany the consideration of changes in district boundaries ought to be removed from his path. He is now required to do almost everything but the work of supervision, the department in which the true supervisory officer can do the most good, and is expected to do that well in half the time needed.

CHAMPLAIN, N. Y.

COLUMBIA COUNTY—FIRST DISTRICT.

MYRON SCHERMERHORN, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year of resident children.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Ancram	10	11	9	279	24,282	\$4,300	\$967,403	\$1,161 90	\$1,886 61	10
Claverack	13	21	19	842	88,006	24,500	2,173,473	3,187 97	5,631 92	52
Clermont	5	7	5	167	13,980	3,725	820,485	642 66	1,341 70	5
Copake	10	17	10	324	29,687	5,225	961,075	1,289 02	2,000 49	20
Gallatin	6	13	6	195	15,611	2,710	375,831	766 18	1,236 65	16
Germantown	6	13	8	330	32,047	6,600	629,330	1,327 39	2,363 04	4
Greenport	4	4	4	201	15,551	4,850	763,243	662 35	1,530 87	6
Livingston	12	29	13	400	39,575	6,835	1,066,036	1,694 76	2,823 79	36
Taghkanic	8	12	6	218	14,065	2,100	361,580	800 27	1,205 41	12
Total	74	127	80	2,956	272,804	\$60,845	\$7,918,456	\$11,532 50	\$20,020 48	161

IN GENERAL.

I am pleased to report the schools under my supervision in good condition. I do not mean as to size particularly, for while some have increased in numbers and aggregate attendance, others have fallen off. The annual reports of the school trustees of this district show that there were in attendance at the schools, of resident children, last year, 3,054, and this year 2,854, a loss of 200. Last year's aggregate days of attendance were 267,842, and this year's 272,804, a gain of 4,962. This increase, despite the decrease in the enrollment, should be considered a reliable indication that our schools generally are flourishing. Since the aggregate days of attendance is made one basis of apportioning the State school moneys, this gain stands, financially, so much to our credit.

There are in this district seventy-four schools, one of which is inactive. I received reports from seventy-one districts in which school

was taught thirty-two weeks or more. The remaining two districts failed to make the legal school year. I have made 127 visits at the schools during the past year, and several official calls upon school officers and others.

There is an upward tendency in school affairs noticeable on nearly every hand. I can not but speak a word of praise for our teachers. They are an excellent class—contention and strife seem to be strangers among them. A most commendable spirit of genuine sociability and common sympathy seems to prevail. They are alive to their work, and their pupils are wide-awake. Our school officials more fully understand and realize the importance of their positions, and act accordingly.

Though we have many handsome rural and village school buildings, I can not at present speak equally well of all of them. We hope that the time is near when our good people will exhibit a heart-felt interest in this matter. The comfort and health of our children should be as well provided for at our schools as at our homes. Short of this we should not rest.

As we are told, so we believe, that the future safety of the State lies in the proper education of our children. Is not this a reason why the State displays so liberal a hand toward providing suitable instruction in our schools? She does wisely. We could wish she were not silent in the matter of needed repairs and improvements to our school buildings. A little help from this source would prove an excellent stimulus to proper and immediate action along this line.

UNIFORM EXAMINATIONS.

The uniform system of examination, from the time of its adoption, has made evident its value. It is a solid fixture, and must stay. The cause of education in this State will ever owe a debt of gratitude to the one whose grand purpose and extraordinary ability are clearly demonstrated by his success in bringing to pass so excellent a law, even in spite of the executive veto. I have held examinations on all the regularly-appointed days—two first-grade and eight second and third-grade. One hundred different candidates have been in attendance at one or more of these examinations. The classes have averaged twenty-four members in each, two larger than last year's average. During the year I have issued six first-grade, twenty-two second-grade and twenty third-grade certificates. We now have sufficient licensed teachers to supply all our schools, and an extremely light surplus.

MISCELLANEOUS.

Though increased interest, in general, was manifested in the observance of Arbor Day, my hopes to be able to report it observed in all schools of this district are not realized. Eleven schools failed to report the day observed. We have now but to extend our hopes to next year. There were 161 trees planted. The vote for State flower named fifteen different varieties. The three leading ones were voted for as follows: Rose, 299; golden rod, 53; lily, 46.

Our teachers' institute was held at Philmont, May nineteenth to twenty-third, conducted by Professor H. R. Sanford, assisted by Dr. William J. Milne, of Albany, and Miss Augusta L. Balch, of Oswego. Professor Sanford, Dr. Milne and Miss Balch have deserv-

edly won a large place in the estimation of our teachers, and of the public. Our local assistants, Mrs. Mary I. Miller, Miss Jennie V. Terry, Miss Mary L. Miller, Rev. J. H. Wyckoff, Randall N. Saunders, Abram Smith, Ezbon A. Smith, Miss Anna C. Philip, Mr. and Mrs. W. L. Hogeboom and Mrs. George Anderson deserve much praise for their excellent service.

My opinions on the proposed township system and free text-books were expressed in last year's written report. They remain substantially the same.

That my term of office is now so rapidly drawing to a close, I wish to avail myself of this opportunity to say to you, and to each member of your Department, that I am deeply grateful for the encouragement and consideration that have always been so readily extended to me.

GLENCO MILLS, N. Y.

COLUMBIA COUNTY — SECOND DISTRICT.

ORVILLE DRUMM, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Austerlitz	10	11	10	292	25,994	\$3,450	\$531,925	\$1,120 16	\$1,409 90	17
Canaan	8	10	10	291	25,015	5,350	1,196,090	1,231 84	2,542 46	10
Chatham	19	22	21	655	60,381	12,715	2,452,971	2,771 82	4,469 33	24
Ghent	11	17	20	803	93,668	5,025	1,958,392	3,329 69	8,557 38	29
Hillsdale.....	17	16	17	430	35,894	8,540	740,130	1,915 84	3,119 79	48
Kinderhook	9	12	15	715	66,314	21,165	2,505,551	2,343 67	4,234 60	13
New Lebanon ..	15	15	16	396	35,372	8,400	496,346	1,845 11	2,452 92	9
Stockport	4	6	6	359	34,093	5,700	1,175,364	1,145 97	1,611 68	4
Stuyvesant	7	14	9	357	38,213	4,075	1,340,372	1,318 30	2,575 01	12
Total	100	123	124	4,998	414,944	\$107,770	\$12,197,141	\$17,022 40	\$30,973 07	166

IN GENERAL.

There has been substantial progress in educational matters in this district during the past year.

This closes the third year's successful operation of the uniform system. Some suggestions occur to me at this time. The dates for the March first-grade examination should be changed so that the examination will be held on Friday and Saturday instead of Tuesday and Wednesday as heretofore. The best schools are in session at this time. To close the school for one day at the end of the week would be more agreeable to all concerned. It might be well to make some provision for a primary teacher's certificate. Good primary teachers for graded schools are not plenty.

The teachers' training-class with its professional work, will be almost of immeasurable benefit if enough educational interest can be maintained to make it a permanent institution in our county.

School economy and methods are being studied by the teachers. Inquiries come to us for good books on these subjects. This speaks well for the future. We are taking another step. We not only know the subject-matter, but we know how to teach it.

There has been some improvement in the general appearance of our school property. Some of the village school-houses have been enlarged. Plans are being formed for some new ones. Two consolidations of school districts have taken place. With brighter prospects for business come brighter prospects for the educational world.

STUYVESANT FALLS, N. Y.

CORTLAND COUNTY — FIRST DISTRICT.

LA FLOYD STILLMAN, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Cincinnatus	7	16	7	186	18,412	\$2,575	\$311,673	\$858 77	\$743 41	21
Cortlandville	10	40	36	1,556	178,508	27,225	2,757,026	6,278 64	8,576 09	45
Freetown	8	16	8	163	15,922	2,775	345,610	823 65	1,474 80	17
Harford	5	17	8	207	18,481	4,575	322,100	886 04	990 99	20
Lapeer	6	16	8	185	15,162	2,375	309,577	843 09	869 20	11
Marathon	5	20	11	402	47,265	8,015	784,715	1,751 35	3,583 91	10
Virgil	19	44	21	357	30,875	5,360	455,546	2,044 33	1,886 97	64
Willet	4	10	6	178	16,904	3,850	238,650	784 10	1,607 11	11
Total	*73	179	105	3,234	341,529	\$56,750	\$5,541,897	\$14,269 97	\$19,732 48	199

MISCELLANEOUS.

In comparing statistics of schools with last year, the attendance is larger, the teachers are more enthusiastic, and are getting slightly increased salaries, and the patrons of schools seem desirous to help place the schools upon a higher plane.

Needed improvement has been going on during the year upon school-houses, out-buildings and grounds. Over one-half of the school-houses in this district have been repaired or built new during the past three years.

The grounds have been beautified through the influence of Arbor Day until, with a few exceptions, every neighborhood is proud of its local advantages for education.

Teachers are showing marked zeal in protecting and caring for school property. There are locks upon out-buildings, and they are inspected twice each day, so that, like the school-rooms, they are not defaced or damaged.

The long-looked-for relief to rural districts has come, at least in part; and the Quota Bill was not class legislation either. But the

* There are ninety districts and eighty school-houses in this district.

succor which this measure will give to the cross-road schools will surely raise the standard of free education and American citizenship.

Along the line of needed legislation is, first, the township system; second, a fair compensation to trustees and secretaries of boards for their work and actual time spent; third, free text-books, uniform, at least by counties; fourth, a graded system for all rural schools of the State.

Teachers' associations are held by towns once a year, and the entire district unites in an association during the spring term; these associations hold for one day only, and that upon Saturdays, but they are instrumental in awakening much interest. By the means of these meetings the grading work is becoming a complete success. At the annual association held last June, we devoted one hour to graduating exercises from the common schools of the different towns, graduating and presenting diplomas to a class of thirty-two. The parents of these students, and many other patrons of schools, were present to witness the event of a class of common-school pupils graduating from the common branches through the medium of grading rural schools. I am still firm in the belief that grading rural schools can be successfully brought about, and that the common-school system demands it.

Teachers' institute convened at Taylor Hall, September 15, 1890, Professor Isaac H. Stout, assisted by Professor A. S. Downing, conducted the institute very successfully. Schools in session were all closed, and 118 teachers were registered.

In closing this, my third report, allow me to heartily thank the Department for the many courtesies extended to me, and especially for the assistance given us in the grading work, in printing and distributing 1,000 copies of our course of study.

CORTLAND, N. Y.

CORTLAND COUNTY — SECOND DISTRICT.

HENRY I. VAN HOUSEN, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Cuyler	11	28	14	326	26,766	\$4,210	\$436,071	\$1,392 38	\$1,344 63	10
Homer	16	29	24	825	96,390	54,455	1,804,035	3,040 80	6,427 20	32
Preble	9	18	11	209	16,551	3,225	225,597	1,076 34	993 44	16
Scott	7	16	9	233	19,986	3,300	292,340	953 92	847 70	15
Solon	10	23	10	233	18,076	3,100	338,005	985 03	1,343 22	31
Truxton	11	33	13	343	24,757	4,775	459,908	1,382 34	1,280 57	7
Taylor	9	23	10	223	18,793	1,925	264,245	1,008 68	826 30	35
Total	73	170	91	2,392	221,319	\$74,990	\$3,820,201	\$9,839 49	\$13,063 06	146

UNIFORM EXAMINATIONS.

Examinations have been held in this district on all dates fixed by the Department of Public Instruction, and the rules and regulations followed. The change of rules, allowing six months to complete an examination for a first, second, or third-grade certificate, was opportune, as by that means we have been able to secure a sufficient number of teachers. For the summer schools there was only one teacher in excess of the required number to fill positions, the first excess under the uniform examinations.

INSPECTION.

During the year 170 official visits have been made, some districts having been visited as often as four times, others but once as seemed best. The work of personal inspection is very much assisted by grading the common schools, the course of study prescribed, and by the uniform examinations connected therewith; by this means we are able to form a more just estimate of work done by the various pupils and the ability of teachers in the different branches taught, than is possible by any system of personal supervision. This has been recognized in towns and cities for a number of years. It is of much more advantage to country commissioners in rural districts, where schools are widely separated and terms short, most of them keeping only the required thirty-two weeks, than in towns and cities where a superintendent can, should it be necessary, call at each school in a single day. Last year we were hopeful, this year we are confident, that the grading system of common schools is a success, and that while there is still room for improvement in the course of study, and various details, the work must go on along this line, not only in the districts that have adopted the system, but throughout the entire State.

SCHOOL-HOUSES AND SITES.

Two new school-houses have been built this year and many thoroughly repaired and reseated. The work of repairing and building, in four towns of the seven in this district, is difficult, owing to the heavy bonded indebtedness, which ranges from one-third to one-eighth of total valuation. Yet I must say the school-houses are for the most part comfortable, and where there was found to be a lack, simply calling the trustees' attention to the matter has been sufficient.

SUGGESTIONS.

In a limited report of this character it is impossible to give more than mere outline suggestions.

First. That the State take charge of all schools, and that all schools be classified. That as teachers are graded, a teacher of the same grade and teaching in a school of the same class, receive the same wages. That all schools of the same class be supplied with the same apparatus. That teachers should not be hired or dismissed without the approval of the commissioner. That the State school fund be increased sufficiently to supply apparatus, and pay all teachers' wages.

Second. That by some method, either direct or by representation, the trustees select the commissioner or superintendent, subject to the approval of the Department of Public Instruction.

TRUXTON, N. Y.

DELAWARE COUNTY — FIRST DISTRICT.

GEORGE D. CHAMBERLIN, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Colchester	27	24	33	809	67,676	\$13,585	\$662,775	\$3,469 35	\$3,348 89	47
Deposit	12	13	12	434	44,214	4,125	314,124	1,248 45	881 82	38
Franklin	24	21	25	464	41,038	10,750	1,101,675	2,419 42	2,733 46	40
Hamden	16	19	16	331	32,291	6,500	612,364	1,653 87	1,650 10	34
Hancock	21	25	25	992	95,080	19,100	1,090,449	3,197 51	5,615 93	35
Masonville	14	15	15	434	32,816	6,650	363,310	1,595 74	1,559 45	14
Sidney	15	20	23	714	69,719	15,400	681,354	2,688 55	4,082 80	25
Tompkins	25	17	25	630	54,597	9,075	488,464	2,687 36	3,115 35	64
Walton	24	27	31	1,096	112,381	17,100	1,076,221	3,888 33	5,190 29	29
Total	178	181	205	5,904	549,812	\$102,285	\$6,390,736	\$22,848,58	\$28,178 09	326

GENERAL.

There has been no material change in the condition of the schools under my charge since the date of my last report. I have made over 180 official visits, and have been generally well satisfied with the work of the teachers. I note one decided improvement—a much larger number of teachers have remained in the same school during the entire school year than ever before.

There is a constant improvement in the condition of school buildings. Four entirely new buildings have been erected since my last report, and many more thoroughly repaired and furnished in a proper manner. Walton Union Free School District has voted to erect a new building the coming year at a cost of about \$30,000.

Arbor Day was very generally observed this year and trees planted wherever they were needed.

The limited number of examinations allowed this year has caused serious trouble in this very large district; some examinations have been so crowded that justice could not be done, either to the work or the candidates, and teachers have been forced to travel long distances and incur heavy expense in order to attend; this has created a strong prejudice against the uniform examination system that did not exist heretofore.

It is impossible to give the number duly licensed accurately on account of constant changes among the teachers.

Something should be done, and that speedily, to relieve the pressure of the constantly-increasing work upon the commissioners in the very large districts.

The greatest obstacle in the way of successful work in our common schools is the multitudinous variety of text-books; some means should be devised to remedy this rapidly-growing evil.

FRANKLIN, N. Y.

DELAWARE COUNTY — SECOND DISTRICT.

EBENEZER R. HARKNESS, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Andes.....	23	14	23	571	50,120	\$7,795	\$692,297	\$2,430 34	\$3,887 11	37
Bovina.....	11	9	11	222	22,009	4,005	500,340	1,130 79	1,596 97	31
Davenport.....	13	26	20	451	39,963	7,710	1,246,099	2,036 26	3,181 79	23
Delhi.....	19	11	17	409	40,022	6,355	478,313	1,826 84	2,211 94	50
Harpersfield.....	14	5	15	285	24,291	3,900	348,740	1,433 96	1,501 29	12
Kortright.....	18	10	18	289	28,517	6,135	396,050	1,699 67	2,205 07	43
Meredith.....	18	2	18	401	38,284	9,615	632,293	3,086 87	4,040 54	47
Middletown.....	20	12	26	683	69,534	6,855	674,928	1,850 64	1,944 85	48
Roxbury.....	15	1	19	534	54,133	12,120	595,327	2,152 17	2,900 85	42
Stamford.....	10	10	19	608	65,134	12,000	721,034	2,264 56	3,817 58	15
Total.....	161	100	186	4,453	432,007	\$76,490	\$6,285,421	\$19,912 10	\$27,287 99	354

INCREASED INTEREST.

I began the duties of school commissioner of this district January 1, 1885, and have had the pleasure of submitting five written reports previous to this date. With each successive year of my official duties there has been an increased interest manifested in the public schools, better teachers demanded and better salaries are paid; so that at the close of this, my second term of office, the schools are in a better condition for carrying on and advancing the educational interests of the district than ever before.

The people have come, under the requirements of the uniform system of examinations, to understand that there is a standard by which teachers are measured, and are availing themselves of the advantages given in the union free schools and academies for preparing teachers for their work.

MISCELLANEOUS.

The work of building and repairing, of which I have made favorable mention in former reports, still goes on; several districts have made additional provision in new rooms and more teachers; in some new school-houses have been built and others have made repairs in way of modern seats and desks. Many trustees have purchased school apparatus, under the provisions of the late law, as dictionaries, maps and globes.

The institute for this district, held at Delhi, beginning October sixth, was in charge of Professor Chas. T. Barnes, assisted by Professors Chas. F. Wheelock and Willis D. Graves. The session throughout was profitable and instructive; the general expression of opinion being that this institute was the most profitable ever held at the county seat. In all 197 teachers registered, and they, with the visiting public, filled the spacious court-room at every session. At the lectures given by Professors Barnes, Graves and Wheelock even standing room was at a premium.

At the close of the institute I was made the recipient of a present, consisting of a hall dresser and hat rack and a gold-headed cane, bearing the inscription: "E. R. Harkness, from Teachers' Institute, 1890."

I am very much pleased with the changes that have been made in the general school laws during the last few years.

Raising the district quota to \$100 was a step in the right direction. I would heartily recommend that commissioners be invested with the power to condemn school-house sites, when, in their judgment, the site is unsuitable.

DELHI, N. Y.

DUTCHESS COUNTY — FIRST DISTRICT.

WM. R. ANDERSON, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school building and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Amenia	12	13	14	405	40,631	\$12,425	\$1,346,170	\$1,747 37	\$3,947 06	26
Beekman	5	5	5	182	15,328	3,210	706,047	674 83	1,165 23	17
Dover	13	14	12	297	23,009	4,170	1,207,262	1,410 65	2,510 53	12
East Fishkill ...	10	4	12	462	41,931	7,710	1,262,342	1,682 38	3,044 73	36
Fishkill	6	16	29	1,851	210,415	70,900	4,055,529	6,142 85	12,220 28	11
LaGrange	13	9	13	353	34,664	5,570	1,277,407	1,596 13	2,883 72	21
North East	9	2	13	460	41,267	9,155	1,105,672	1,709 37	3,631 33	37
Pawling	8	10	10	379	36,940	4,220	1,541,882	1,485 30	2,263 94	15
Pine Plains	5	2	9	296	29,402	6,100	945,187	1,237 10	2,014 77	23
Stanford	14	13	14	366	31,473	5,585	1,408,810	1,539 78	2,700 56	20
Union Vale	10	7	10	254	21,876	5,305	688,135	1,098 33	1,607 50	13
Wappinger	7	8	15	900	105,982	25,060	2,348,058	2,907 32	7,289 46	12
Washington	13	13	13	452	41,719	6,390	1,320,681	1,845 29	3,094 30	22
Total	125	116	169	6,657	674,637	\$165,800	\$19,213,182	\$25,076 70	\$48,373 41	265

IN GENERAL.

This commissioner district, being identical with the First Assembly District, embraces the territory of thirteen towns, comprises 141 school districts, and includes nearly two-thirds of the schools of the county. During the past year I have had supervision over 134 schools.

The year has been another of educational activity and progress. Encouraging results have been attained. The work of improving the condition of our school-houses has gone steadily forward. In many districts the people are manifesting a jealous pride in maintaining good schools. Generally speaking, the teachers and trustees have been faithful and efficient in discharging their respective duties.

Our teachers' institute, held at Matteawan last April, was a pronounced success. Professor Stout, our conductor, gave excellent satisfaction. He was ably assisted by teachers from normal schools.

Arbor Day was very generally observed, with gratifying results.

The uniform examinations, for testing the educational qualifications of the teachers, seem to meet with popular favor.

In making my 116 school inspections I have endeavored to do my official duty, in carefully observing the methods of the teachers and closely watching the progress of the pupils.

Upon the whole, I can say with confidence that the year just closed may properly be recorded in the educational history of this commissioner district as one of fruitful accomplishment in bringing our common schools to that high standard of usefulness whereby they will be able to continually send forth students properly prepared for the responsibilities and obligations of true American citizenship.

MILLBROOK, N. Y.

DUTCHESS COUNTY — SECOND DISTRICT.

JOHN A. VANDERWATER, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Clinton.....	10	17	10	382	27,753	\$4,860	\$1,085,257	\$1,283 76	\$1,933 74	13
Hyde Park.....	8	16	13	740	58,883	14,190	1,986,675	2,174 77	4,044 69	13
Milan	9	16	10	349	23,452	5,033	790,389	1,245 27	1,412 49	35
Poughkeepsie..	10	23	14	1,013	64,646	29,350	1,838,612	2,334 67	6,189 85	15
Pleasant Valley,	12	19	12	468	36,218	6,010	1,259,237	1,561 61	2,200 38	19
Rhinebeck.....	12	30	19	896	72,690	26,775	3,545,312	2,830 37	6,557 70	16
Red Hook.....	8	24	14	1,258	81,160	14,950	3,285,545	2,571 33	5,830 66	10
Total.....	69	145	92	5,106	364,802	\$101,168	\$13,791,027	\$14,001 78	\$28,169 51	121

CONDITION OF SCHOOLS.

Since my last annual report to you no great changes have taken place in the schools of this district. There seems, however, to be a growing disposition on the part of the trustees to improve the school buildings and sites. Many buildings have been refurnished and provided with modern apparatus. Another advancement worthy of mention is the fact that nearly all the teachers within the district are hired for the school year instead of for the term. This is gratifying and must prove beneficial. Among the most prominent reasons why the position of teachers is so insecure is the tendency, on the part of "boards of trustees," to delegate *their* duties to the teacher. He is left to prescribe the course of study, and requiring that certain grades shall pursue this course is met by objections from some conservative school patrons, thereby arousing a feeling of antagonism in which the members of the board should share. In addition to this, the method of discipline is usually left entirely to him. Extreme cases demand corporal punishment or suspension. The teacher appeals to the board in vain. He then acts upon his best judgment, and at the next school meeting the teacher is called upon to bear the brunt of the trustee's responsibility.

Arbor Day.

While a few schools failed to report the observance of Arbor Day, I find that quite all observed the day in some way. One hundred twenty-one trees and many shrubs and vines were planted, and where the yards would not admit of such planting, flower beds were laid out, yards cleaned, and school-houses decorated. The day has come to stay, and, if I mistake not, will become a popular one for the children.

Legislation.

I find that the "Elementary Education Bill," introduced in the Legislature through the efforts of the Department, two years since, meets the hearty approval of many teachers, and it is to be hoped that another measure of like character may find its way before that honorable body during the coming session. No argument is needed to convince those friendly to the interests of the public schools that a compulsory education law is essential to the furtherance of the best interests of the free school system.

New Hamburg, N. Y.

ERIE COUNTY — FIRST DISTRICT.

CHRISTOPHER E. SMITH, School Commissioner.

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Alden	12	16	13	466	45,823	\$13,895	\$1,090,634	\$1,703 54	\$2,232 79	17
Amherst	17	19	21	876	91,589	25,670	2,594,218	2,961 96	4,118 94	11
Cheektowaga...	9	11	9	483	45,216	13,190	2,390,492	1,118 53	6,942 62	36
Clarence	13	14	24	956	92,230	23,545	2,177,960	3,501 46	3,218 61	118
Grand Island...	11	1	11	249	23,537	7,000	699,355	1,136 92	2,090 00	...
Lancaster	10	18	13	567	64,760	21,100	1,768,337	1,911 12	4,259 45	34
Newstead	13	12	18	732	71,322	18,575	1,504,769	2,369 77	6,346 67	41
Tonawanda	6	5	19	1,208	140,400	28,420	2,396,296	3,743 24	7,241 26	10
Total.....	91	96	128	5,537	574,877	\$151,395	\$14,622,061	\$18,446 54	\$36,450 34	267

General.

Under this head there seems to be nothing new to be said. To renew recommendations that have been made year after year one would think unnecessary.

That the condition of the schools generally is improving no one that has given the subject any serious consideration can truthfully deny, and that there is still opportunity for much greater advancement is equally true.

The united effort that has been made by the State Department and local school officers, to provide better teachers, more convenient, comfortable and attractive houses and grounds is indeed bearing fruit.

Lancaster, N. Y.

ERIE COUNTY — SECOND DISTRICT.

LESLIE W. LAKE, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Aurora.....	12	17	19	1,005	90,516	\$26,325	\$1,887,340	\$3,220 24	\$4,347 12	7
East Hamburg	12	14	14	526	39,402	7,544	1,349,683	1,742 28	2,946 57	16
Eden.....	12	16	13	478	44,267	6,169	867,546	1,684 01	2,663 11	30
Elma.....	10	11	10	446	35,017	6,925	1,038,797	1,229 78	1,804 13	21
Evans.....	14	21	19	694	75,659	13,975	1,520,930	2,581 13	3,746 07	51
Hamburg.....	12	22	19	973	87,081	28,600	1,968,912	2,719 00	5,952 18	12
Marilla.....	8	8	10	358	29,195	5,200	668,566	1,183 29	1,440 92	5
Wales.....	9	14	10	285	22,631	3,075	586,222	1,052 99	1,122 37	48
West Seneca....	7	10	7	611	67,548	24,050	1,163,302	1,949 03	2,863 99	36
Total.....	96	133	121	5,376	491,316	\$121,863	\$11,051,298	\$17,361 85	\$26,886 46	226

GENERAL.

Each year should show some improvement over the last, and I think I am warranted in saying that the past year has been one of advancement in this district. Though there were eight fewer pupils registered there were nearly 10,000 days more aggregate attendance, and there was raised by tax for school purposes \$2,800 more than the preceding year.

Two new school-houses will have been completed in time for the beginning of the winter term, and several have been furnished with new seats and more blackboard surface.

The teachers are giving considerable attention to school hygiene, and as a result of the uniform system of examinations, the average of the teachers' qualifications is higher than ever before; their wages and their work are keeping pace with their advancement in ability to teach.

Recognizing the nobility of the teachers' profession and realizing the propriety of fitting themselves for it, many are entering the normal schools, and I think the coming year will show more marked progress than any before.

HAMBURGH, N. Y.

ERIE COUNTY — THIRD DISTRICT.

WILLIAM A. STAFFIN, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Boston	8	10	8	265	21,734	\$3,200	\$439,250	\$919 65	\$1,032 25	17
Brant	6	10	7	255	26,781	2,750	680,582	919 33	1,142 03	9
Colden	10	19	11	322	31,717	5,820	611,303	1,336 65	1,646 74	13
Collins	10	16	13	503	59,137	8,750	1,237,217	1,452 81	2,733 47	37
Concord	15	47	25	732	85,791	25,150	2,070,370	3,434 56	6,708 66	7
Holland	11	17	13	422	40,759	8,700	769,147	1,553 88	3,744 62	17
N. Collins	11	20	14	424	43,092	6,600	1,019,727	1,716 82	2,339 93	62
Sardinia	13	23	14	357	33,822	5,975	837,579	1,474 69	2,315 27	6
Total	84	162	105	3,280	342,833	\$66,945	\$7,665,175	\$12,808 39	\$21,662 97	168

EDUCATIONAL INTERESTS OF RURAL SCHOOLS.

If there is one interest that should be guarded more carefully than another, in a popular government, it is the cause of education. In cities and large villages the advantages are such, that with the press, libraries, the lecture-room, the court-room, the counting-house, etc., the masses of the people can become well informed, even without much of school-room drill. But in the rural districts where most of these advantages are lacking, the school becomes the great factor in education.

In my estimation, therefore, the schools that demand to-day the most careful thought and earnest labor of true-spirited educational workers, are the country schools, far removed from those most interested in education, and too often forgotten by those who live around them. The schools farthest in the "backwoods" need the best teachers to compensate for the poorer advantages in other respects.

The one thing most needed in district schools, is to teach and cultivate the proper expression of thoughts or language teaching. Our "city cousins" thrown in contact with hundreds of people daily, find no difficulty in talking, but the country boy is laboring under disadvantages when he tries to give utterance to his ideas. I have, therefore, given special attention to this work in my district.

MISCELLANEOUS.

During the year three new school-houses have been built, and one is now in process of erection. Many of the houses have been repaired during the year.

The only academy in my district, Griffith Institute, has done excellent work during the year. One teacher was added at the beginning of the school year, making thirteen in all. The academic teachers are: Principal R. W. Hughes, Harriet E. Cumming, J. Roberta Reynolds and Alta L. Churchill. The teachers' class at Griffith Institute has been a success under the skillful management

of Miss Roberta Reynolds. She is a graduate of Geneseo Normal School, and well versed in mental and moral science and methods.

The teachers' institute was held at Springville last May, with Professor Sturdevant. He was assisted by Professor Reuben A. Waterbury, of the Geneseo Normal School, Miss J. Roberta Reynolds, of Griffith Institute, and others. The evening lectures were well attended by the people from about. The instruction given was intensely practical and very beneficial to the teachers. All the teachers were highly pleased with Professor Sturdevant.

During the year I have visited all the schools, those needing my attention most many times. I have been able to get a larger number of young men interested than ever before. There is improvement all along the line, and teachers are anxious to attend academies, normal schools, and several young people are in college. There never was a better educated, more thoroughly prepared class of teachers in the district than now, and I think our schools have all the prospects of a bright future.

The Teachers' Association has been organized and maintained for years, and has had several profitable sessions during the year.

COLLINS CENTRE, N. Y.

ESSEX COUNTY — FIRST DISTRICT.

FRANK B. WICKES, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Chesterfield.....	11	21	12	424	36,648	\$5,505	\$467,896	\$1,114 64	\$974 91	3
Elizabethtown....	8	13	11	352	29,393	7,325	375,185	1,283 46	1,988 03	13
Essex	11	19	13	373	29,301	6,325	763,144	1,453 89	2,031 76	9
Jay.....	11	21	15	553	44,519	10,340	450,344	2,548 27	2,633 62	39
Keene.....	8	15	8	283	21,555	4,375	190,644	1,063 14	1,300 41	1
Lewis	15	21	14	381	30,036	4,165	221,543	1,521 23	1,379 18	31
North Elba.....	5	9	6	221	21,159	3,755	153,267	669 14	1,175 05	....
St. Armand.....	2	6	7	176	15,296	4,440	110,555	801 00	1,351 61	15
Wilmington	7	14	7	233	18,313	1,830	61,178	822 65	651 57	32
Willsborough.....	11	28	12	398	30,478	4,135	662,930	1,318 69	1,304 80	14
Total.....	89	167	105	3,394	273,219	\$48,195	\$3,456,686	\$12,596 11	\$14,790 94	157

UNIFORM EXAMINATIONS.

Some difficulty, as usual, has been experienced in supplying all the schools with teachers, but with the coöperation of the Department, this has been obviated by means of temporary licenses. Forty-three of these licenses, some of them, however, running only two or three weeks, have been issued. Numerous applications for these permits have been received from candidates who have failed upon examination. Except, however, in the case of one school, which it seemed impossible

otherwise to provide with a teacher, temporary licenses have been withheld from those who had shown upon examination that there was no hope of their meeting, during the term, the requirements of a third-grade certificate.

There has been some complaint here about the "high wages" paid to teachers. The following table gives the average weekly wages for the eighty-one schools of this commissioner district that employ only one teacher, and shows the actual increase of wages under the uniform system. The first school year given, that of '86 and '87, was the last under the old regime:

	'86-'87.	'87-'88.	'88-'89.	'89-'90.
Winter term.....	\$4 91	\$4 86	\$5 20	\$5 69
Summer term.....	3 97	4 05	4 47	4 98
Average for year.....	4 44	4 46	4 84	5 34

As will be seen, the average increase of wages has been ninety cents a week. The wages paid in summer are now more nearly equal to those paid in winter. The same teacher is more often retained through the year. It is true that we no longer have any districts in which the public money pays the teacher, but this is hardly to be regretted.

MISCELLANEOUS.

The apportionment of the school money on the basis of attendance has worked to the disadvantage of our small schools somewhat, also to the disadvantage of the whole commissioner district. Last spring fifty of our school districts received less than \$100 public money. The law making the teacher's quota \$100 will help us.

The school-house on Partridge Hill, in district No. 5 of Keene, has been condemned. The new building will be erected on a better site. District No. 3 of Willsborough has thoroughly repaired its school-house and provided it with improved furniture. The school-house in district No. 10 of the same town has also been furnished with patent seats. Nevertheless, there are in this commissioner district, seventy-six school-houses in which the old-fashioned board desks are still in use.

Arbor Day was observed in twice as many districts as last year, and more than twice as many trees were planted. This year, fifty-nine districts planted 157 trees.

Quite a number of our teachers have joined the teachers' class at Westport, and seven candidates have been recommended for appointment to the normal school at Plattsburgh.

Our teachers' institute at Elizabethtown, in May, conducted by Professor I. H. Stout, assisted by Principal T. B. Stowell, of Potsdam Normal School, and Miss Ella L. Richardson, instructor in drawing, was a complete success. The number of teachers enrolled was 104; the average daily attendance, 102.8.

WILLSBOROUGH, N. Y.

ESSEX COUNTY — SECOND DISTRICT.

ROBERT R. STEVENSON, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Crown Point...	19	16	23	841	75,940	\$13,521	\$1,073,945	\$2,933 43	\$3,920 17	36
Moriah.....	14	24	29	1,540	188,277	18,625	4,892,822	5,331 74	10,069 88	42
Minerva.....	10	22	11	304	25,127	4,875	138,626	1,053 28	1,793 56	4
Newcomb.....	4	.....	4	60	3,658	1,960	155,924	351 10	630 99	20
North Hudson.	9	.....	9	167	15,194	2,700	52,560	869 98	883 69	22
Schroon.....	10	18	12	395	29,902	6,100	249,883	1,305 47	2,061 06	23
Ticonderoga ..	8	40	18	832	92,729	11,600	1,059,704	2,882 11	6,588 14	25
Westport.....	11	35	14	473	43,779	10,930	733,559	1,668 83	2,885 77	47
Total.....	85	155	120	4,612	475,606	\$70,311	\$8,357,023	\$16,395 94	\$28,803 26	219

CONDITION OF THE SCHOOLS AND BUILDINGS.

The general condition of the schools in this district is about the same as last year. Yet in some instances there has been advancement. There is a growing desire on the part of patrons of the schools to secure better teachers, and a like desire on the part of teachers to do better work. One of the chief causes which work against the progress of the schools in the rural districts, is the frequent change of teachers, occasioned, in a measure, by the too frequent change of trustees. In some districts a change is made at nearly every annual meeting. The newly-elected official has his favorite; consequently, the former teacher must go, no matter how efficient she may have been. I think this evil might, in a measure, be remedied, if the law were changed so that three trustees be elected instead of one; or, if one, that he serve three years.

During the past year several of the old rickety school-houses have been thoroughly repaired and refurnished with the more modern seats and desks. The condition of others is deplorable and they ought to be condemned.

The requirements of the law in regard to out-buildings has been complied with, with three or four exceptions.

SCARCITY OF TEACHERS.

There is a scarcity of teachers in this commissioner district. Several schools are now without teachers. Something should be done at once to relieve them, or the loss of the public funds will result. There will not be sufficient time to complete the required number of weeks of school. In some instances trustees have spent four or five days riding in every direction, and report "no teachers are to be obtained." About twenty are attending the Normal School at Plattsburgh, and twenty-one are registered in the teachers' training class at Westport, which at present lessens the teaching force in the county.

In the mountainous towns of the county there are districts so poor that the small tax levied is a burden; the wages are so low that com-

petent teachers will not engage with them, even when there is a surplus in the teaching force. There are perhaps twelve or fifteen such schools in this district, some of them having an attendance of from two to five small children. It seems to me that in these exceptional cases, the commissioner ought to be allowed to exercise his judgment, whether to license a teacher hardly up to the third-grade standard, if any can be found who will go to such districts, and not be bound by the exact requirements of the Department in the granting of temporary licenses.

ARBOR DAY.

Arbor Day was quite generally observed in this commissioner district. The day was celebrated by the planting of trees with appropriate exercises in all the union schools. At Port Henry and at Ticonderoga, flag presentations, with exercises becoming the day and occasion, called out a large number of the patrons of these schools. The more general observance of the day will have the tendency to improve and beautify the school grounds of every school in the State. I would recommend a more general observance of the day.

THE TOWNSHIP SYSTEM.

For several reasons I am in favor of the township system. It would afford to every child in the town equal educational advantages. It would equalize to every portion of the town its just proportion of the cost of public instruction. It would permit a more efficient system of grading, and in a measure reduce the cost of public education. It would also prove efficient in every branch of school work. Let us have it.

NEEDED LEGISLATION.

A change in the present library system.

Uniformity of text-books. Free text-books would, in my opinion, do away with a serious evil, and would be a step in the right direction.

A compulsory educational law that can be enforced.

A law giving school commissioners power to condemn unsuitable school grounds. Arbor Day can not be fully observed without suitable grounds upon which to plant trees, flowers, shrubs, etc.

TEACHERS' INSTITUTE.

The institute held at Ticonderoga during the last week in May was a success. Conductor I. H. Stout was in charge, assisted by the principals of the union schools, who rendered valuable assistance. Miss Ella L. Richardson proved herself very efficient in giving instruction in drawing. The presence of Superintendent Draper and President Wm. J. Milne, of Albany Normal College, added special interest, each of whom, by lectures and valuable suggestions, greatly encouraged the teachers.

UNIFORM EXAMINATIONS.

I am heartily in favor of these examinations, but pardon me in making a single criticism, a criticism which applies to this particular mountainous locality and not to the more thickly-settled portions of the State. Teachers are compelled to travel long distances to attend examinations; in some instances sixty miles, over exceedingly rough, mountainous roads, at a cost of fifteen dollars or more. As a rule,

one-half of the candidates fail to obtain certificates; they are discouraged, and no wonder. In such localities the schools are small, very small. Why not allow the commissioner to give more than the second third-grade certificate, if necessary? Make the mountainous, sparsely-settled localities an exception to the required regulations. It is entirely different in the thickly-settled counties of the State. I offer these suggestions for your candid consideration.

TICONDEROGA, N. Y.

FRANKLIN COUNTY—FIRST DISTRICT.

JAMES M. WARDNER, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Bellmont	13	9	17	632	46,506	\$7,775	\$333,199	\$1,775 60	\$1,856 60	21
Brighton.....	4	8	7	81	4,871	2,435	77,594	627 15	895 73	17
Burke	16	9	17	601	48,682	8,545	409,366	1,872 82	2,001 20	72
Chateaugay.....	16	9	20	735	70,667	16,890	575,148	2,381 43	2,822 98	96
Duane	4	3	4	92	6,812	1,845	128,385	386 36	855 75	0
Franklin	12	14	14	343	25,734	4,462	134,938	1,401 64	1,512 85	10
Harriettstown...	2	4	7	323	31,765	4,200	196,067	882 99	2,023 12	5
Malone.....	25	24	50	2,299	264,745	65,345	2,966,799	7,794 84	16,146 00	91
Total	92	80	136	5,106	499,782	\$111,497	\$4,821,496	\$17,122 83	\$28,114 23	318

IMPROVEMENT.

The condition of the schools in this commissioner district continues to improve, there having been brought to my notice but one case of dissatisfaction, and that upon investigation proved to be the fault of two or three malcontents in the district, instead of that of the teacher.

The increase of attendance from 464,215 days last year to 499,782 days this year, is due principally to the increased number of weeks of school, and is not so marked as it would have been had not “la grippe” prevailed to an alarming extent, which nearly broke up many of the schools. In my round of visits in January, I passed five school-houses in one day where the schools were closed on account of sickness either of the teacher or pupils.

There is a marked improvement in school buildings from year to year, many new ones having been built in the last three years, and most of the old ones so thoroughly repaired that they are practically new buildings.

GENERAL.

The system of uniform examinations is working well in this district. The prejudice against it having entirely died out, and the difficulties attending the change having been overcome, the teachers of this district would be very loth to return to the old system.

I would like to see joint districts abolished as such, and the reports for the entire district made to the commissioner in whose district the school-house is situated.

Also, that the territory of one district shall not be joined to another on account of purchase. As it now stands, territory of a district may be bought up by farmers living in adjoining districts, and no record whatever made of the transfer.

I would renew my suggestion of three years ago, that trustees be paid a reasonable sum for their services, thereby securing competent men for the office.

Arbor Day was observed by sixty districts, and is growing in favor generally.

In a good many districts, instead of planting trees, the inhabitants turned out in force and graded the school grounds, had a picnic dinner and a good time generally, and undoubtedly another year will see more trees planted than ever before.

RAINBOW, N. Y.

FRANKLIN COUNTY — SECOND DISTRICT.

WILLIAM G. CUSHMAN, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Bangor	14	19	16	617	53,845	\$14,855	\$737,930	\$1,795 76	\$3,064 97	46
Bombay	8	15	9	390	23,675	4,590	478,005	1,060 34	695 66	15
Brandon	7	10	8	242	18,581	3,046	174,850	802 72	913 21	17
Constable	7	10	9	326	25,897	5,325	180,991	1,019 73	934 65	54
Dickinson	11	13	11	365	31,637	5,250	330,624	1,310 36	901 22	15
Fort Covington...	12	23	17	554	49,993	11,630	615,585	2,069 59	1,856 47	49
Moirs	11	16	13	596	48,803	7,930	568,136	1,560 70	1,193 43	17
Santa Clara	3	7	4	248	24,459	550	165,997	498 51	1,027 89	6
Waverly	6	11	13	400	33,928	8,745	525,314	1,582 45	2,611 02	6
Westville	9	14	9	370	29,335	3,725	252,964	979 30	709 78	37
Total	88	138	109	4,108	340,053	\$65,646	\$4,030,396	\$12,679 46	\$13,908 30	262

GENERAL OBSERVATIONS.

The schools in my district are in a good condition and seem to be prospering. A union free school district has been formed in the town of Bombay, and a new school-house has been built containing two departments. A number of other districts have been repairing their school buildings. No trouble to speak of has occurred in the schools during the last year.

As the teachers become accustomed to the uniform system of examinations, they express themselves as being well satisfied with it and its results. I believe the uniform system is doing a good work.

I have had good men, and men of good judgment, tell me that the schools were never in a better condition and doing better work than at the present time under the present system.

The out-buildings almost without exception are kept in a clean and wholesome condition.

A goodly number of the districts are grading their yards and leveling them and planting trees, which makes quite an improvement in their appearance.

In short I am confident that the condition of school property is improving wonderfully.

FORT COVINGTON, N. Y.

FULTON COUNTY.

JOSEPH B. THYNE, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Caroga	4	6	4	133	11,057	\$3,000	\$60,568	\$448 52	\$737 24	17
Bleecker	6	8	5	187	15,611	2,000	59,917	625 23	999 40	5
Stratford	5	11	8	200	15,986	3,025	75,717	946 19	2,500 37	8
Perth	5	12	6	172	12,842	2,100	361,486	736 48	924 56	19
Broadalbin	12	23	14	407	39,209	5,300	519,474	1,527 62	2,125 69	7
Ephratah	11	21	13	443	39,263	3,610	388,242	1,469 52	2,249 45	17
Oppenheim	10	29	16	475	39,253	4,600	496,244	1,739 27	2,072 61	40
Mayfield	16	31	16	489	38,385	6,075	585,847	1,678 07	2,312 24	32
Northampton	10	22	13	471	40,708	10,000	468,223	1,546 85	3,615 67	23
Johnstown	18	40	42	2,031	262,337	62,850	22,655,621	6,914 45	19,302 98	72
Total	97	203	137	5,008	515,051	\$72,560	\$25,671,339	\$17,632 20	\$36,840 21	240

CONDITION OF SCHOOLS.

The general condition of our schools is gradually improving, with the prospect of a marked advance in the near future. Our uniform course of study adopted, with the contemplated uniform examination to be held on the same day throughout the county, together with the uniform examinations for teachers, established by the State Department, all combine to further an advanced condition of our schools. Quite a large number of educational papers are circulated among our teachers, which seem to be producing results in the direction desired.

A better class of teachers, too, are coming to the front, and could we but offer better inducements by an advance in wages, soon the condition of our schools would be materially improved. Yet, with all hindrances, we are much encouraged in every respect, and must report progress. School-houses are, as a general thing, in an excellent condition, with but few exceptions. During the past year several have been improved, and others are now in contemplation. Johnstown can boast of as fine school buildings as are to be found in any interior town in the State.

UNIFORM EXAMINATIONS.

Regarding the uniform examinations established by the Department, we can not speak in too high terms. The poorer class of teach-

ers are gradually dropping out, while the more progressive are reaching forward to meet the demand required of them. No fault can be found with the character of the questions presented for any grade, and by every faithful student the highest per cent can be reached. We trust that every commissioner in the State will regard the regulations required, and conform to them fully, as there can be found nothing unreasonable about them. All of our best teachers are highly pleased with them, and intend to comply readily, and even to reach beyond.

IN GENERAL.

Arbor Day was observed by the majority of our schools, and is becoming one of general interest, both to the teachers and scholars throughout the county.

In viewing the whole field of educational interests, we are highly pleased with the general improvement, and we hope to keep pace, so far as possible, with all of our sister counties throughout the State.

Quite a large number of teachers have entered the various normal schools, and many more are now in a course of preparation, so that our class of professional teachers is largely on the increase, which evidently shows that the interest is increasing in the direction of reaching very satisfactory results.

JOHNSTOWN, N. Y.

GENESEE COUNTY.

WILLIAM J. BARR, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Alabama	12	15	10	396	39,579	\$6,025	\$892,350	\$1,367 88	\$2,282 24	14
Alexander	8	12	12	326	35,389	10,625	1,038,308	1,264 33	1,934 41	36
Batavia	12	23	31	1,566	192,115	153,400	4,507,429	7,211 78	10,909 92	16
Bergen	7	15	12	442	50,755	9,385	1,295,121	1,675 04	2,541 56	15
Bethany	9	21	11	372	35,535	7,365	963,666	1,312 21	3,318 76	14
Byron	7	12	10	289	30,349	6,825	1,125,004	1,227 72	3,002 03	22
Darien	11	17	13	364	31,579	8,990	952,896	1,390 45	2,119 20	34
Elba	9	17	10	345	34,926	7,529	834,022	1,201 71	2,076 30	26
Le Roy	11	16	15	597	58,495	15,200	2,676,485	2,496 42	4,325 06	17
Oakfield	6	14	8	299	29,638	5,675	654,782	1,163 26	1,477 12	96
Pavilion	9	15	10	294	32,055	4,450	858,904	1,248 71	1,850 23	10
Pembroke	14	19	17	660	66,325	14,215	1,131,448	2,222 18	3,017 89	53
Stafford	8	13	10	367	39,237	7,775	1,133,418	1,357 24	2,522 04	28
Total	123	209	169	6,317	675,977	\$257,459	\$18,063,833	\$25,138 93	\$41,376 76	391

OFFICIAL VISITS.

The supervision of schools should be a most important factor in the work of a commissioner, but with a multiplicity of clerical duties it is almost impossible to devote the requisite time to this branch of the work. It is a "condition and not a theory" that confronts the teacher

in the school-room, and a visit generally furnishes a practical test of the real ability and fitness of the instructor. Is he neat in his personal appearance? Are his manners agreeable? Has he sufficient energy to quicken and inspire the dull student? Does he maintain order without apparent effort? Does he command respect? Is he skillful in questioning? Has he tact? Is he a worthy model for his pupils? *Is he a success?* An intelligent inspection answers these and many other questions, and should help to answer them in the affirmative.

SCHOOL BUILDINGS AND SITES.

Statistics show a steady advance in the valuation of school buildings and sites. During the past year district No. 9, Bethany, purchased a desirable site and erected thereon a fine modern school-house. Many houses have been repaired and newly seated, although much still remains to be accomplished in this line. In general, I have received earnest and cordial coöperation along the line of improvements, although to secure the building of a school-house usually requires time, patience, tact and determination. While the dwelling-houses of the father and grandsire are discarded as soon as circumstances will permit, the old weather-beaten and time-worn school-house is, in the mind of the average taxpayer, a hallowed institution, which should be left undefiled by the onward and upward march of progress.

A GRADED COURSE OF STUDY.

As may be seen by my report for 1888, a sentiment for a course of study for our ungraded schools has existed for several years. This sentiment took form during the past year, and a beginning was made, the adoption of the course being left entirely optional with the teacher. Although obstacles were necessarily encountered, the results are most gratifying. This is illustrated by the following extracts from teachers' reports: "Our pupils are delighted with the new scheme. I trust it will meet the approbation of the schools in general. It goes much beyond my expectation, and will not only unify but stimulate." "I think your examinations will be of great benefit to the schools, and I hope they will be continued."

I believe the question of the desirability of the adoption of such a course is practically settled in the affirmative. To continue the work successfully requires not only labor but expense, as copies of the course, questions and answers, blank reports and classification records must of necessity be provided. This subject is well worthy of discussion at the next meeting of the School Commissioners' Association. I trust the matter may also receive the attention and earnest support of State authority.

MISCELLANEOUS.

Arbor Day was appropriately observed. Reports indicate that 391 trees were planted, and observation indicates a decided improvement in the appearance of school sites.

The annual session of the institute and the meetings of the Teachers' Association continue to furnish food for mental strength and growth and for professional enthusiasm.

The consolidation of districts 1, 3, 4 and 10, LeRoy, and the consequent formation of a union free school district, will, when the district

is thoroughly organized, greatly promote the public school system of the community.

SUGGESTIONS.

Give us the township system.

Pass a compulsory educational law that will compel.

Discontinue the farce of apportioning library money.

By legislative appropriation furnish a United States flag for each and every public school building in the Empire State.

BATAVIA, N. Y.

GREENE COUNTY—FIRST DISTRICT.

ELBERT R. PARSONS, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of district.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Athens	8	26	13	670	64,011	\$17,505	\$1,689,545	\$2,186 27	\$3,526 25	43
Catskill	17	38	36	1,587	179,868	45,345	4,467,626	5,473 92	10,801 33	38
Cairo	12	23	13	364	32,218	5,530	756,010	1,581 47	1,718 61	18
Halcott	4	8	4	87	8,033	1,115	58,890	422 84	362 44	10
Hunter	9	18	10	446	38,088	5,850	702,623	1,462 74	2,170 80	20
Jewett	12	24	12	259	20,307	5,235	228,896	1,211 38	1,131 14	40
Lexington	11	24	12	265	20,658	4,533	327,875	1,120 73	1,233 59	22
Total	73	161	100	3,669	363,183	\$85,113	\$8,231,465	\$13,459 35	\$20,944 16	191

CONDITION OF SCHOOLS.

Although I can not say that the progress of the schools under my charge has been all it should be, yet I claim a very considerable advancement since I first entered upon the duties of my office. Many have made decided improvement; more interest is felt by trustees, parents and the community in general. Some which were excellent schools three years ago are still in good hands, and are always to be found prospering. Such are those which keep a good teacher from term to term, and from year to year, although a poor one could be had at a smaller salary.

The fact that so many persons are not individually affected by the success of the schools, and that the attention of others is almost entirely absorbed in their various business concerns, necessarily impedes, to some extent, the march of improvement. But if those who have these interests in charge are faithful to them, and conscientiously discharge their important duties with wisdom and equity, even though the tide of popular prejudice may be against them, and they may seem to stand for a while almost unsupported and alone, if they but labor diligently and wait patiently, their efforts will ultimately be crowned with success, and those who come after them shall have reason to bless their deeds and cherish their memories.

One great source of difficulty in many of our schools is the irregular attendance of pupils. The fault lies not so much with the child as the parent. Indifference, avariciousness or stubbornness will cause the parent to send the child to school one day and keep him at home the next, or perhaps send him one week, then keep him home three. As a consequence of this course the child is the greatest sufferer, but his classmates, teacher and the taxable inhabitants all share the loss. When we take into consideration the fact, as shown by my statistical report, that there are 4,845 children of school age in this commissioner district, and the average daily attendance is but 1,955, we see at once how serious is the evil.

Another difficulty is non-attendance. Of the children of school age in this district 1,292 attend no school whatever; and when I think of the multitudes in our State who roam the streets, growing up in vice and ignorance, I say, let us have a compulsory law that can be enforced.

TRUSTEES.

Trustees occupy a very important and responsible position, and yet it is one of the most thankless offices in existence. The most faithful and efficient are apt to receive, by way of remuneration, the severest censure. Districts do not always exercise proper discretion in the selection of their trustees, and not unfrequently the best refuse to serve. As a consequence, teachers are employed without regard to grade of qualification; matters indispensable to the prosperity of the school are neglected; a correct and systematic record of the business is not kept, and the work of the year is closed by sending in a report from which little or no reliable information can be obtained. There are those, however, who labor faithfully and earnestly in the discharge of their duties, believe in the economy of good schools, and seek to find the best teachers. Trustees should receive a fair compensation for their services, and be held to a strict account for the prompt and faithful discharge of their duties.

MISCELLANEOUS.

The condition of school-houses is gradually improving. Two new ones have been built during the year, while others have been repaired.

All districts have their out-buildings to meet the requirements of the law as near as possible.

Arbor Day was successfully celebrated by fifty-one schools. Suitable programs of exercises, consisting of recitations, songs, addresses and tree-planting, were executed with apparent enthusiasm and great enjoyment. One hundred and ninety-one trees and numerous shrubs were planted on the school grounds.

The institute for this district was held in Catskill, October sixth to tenth. It was conducted in an interesting and effective manner by Professor A. S. Downing, who was ably assisted by Dr. W. J. Milne, of Albany; Miss Ella L. Richardson, of Auburn; Professor Henry B. Coons, Miss Mary M. Perry and Professor H. Bay Niver, of Catskill; Principal W. M. Whitney and Miss Elizabeth Wilkinson, of Athens; Principal A. E. Moore and Miss Mary A. Carr, of Hunter.

HUNTER, N. Y.

GREENE COUNTY — SECOND DISTRICT.

NEWTON SWEET, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Ashland.....	6	9	6	198	18,071	\$3,150	\$239,420	\$685 33	\$642 17	20
Coxsackie.....	10	31	19	850	86,648	31,050	2,235,308	2,858 93	8,877 96	29
Durham.....	14	20	14	327	34,452	6,820	741,374	1,516 34	1,780 43	34
Greenville.....	16	29	16	410	29,477	6,655	1,047,053	1,804 35	1,940 39	60
New Baltimore...	15	34	17	508	54,050	6,000	1,312,205	2,225 23	2,974 62	31
Prattsville.....	7	10	8	228	21,327	2,875	239,495	971 73	956 13	7
Windham.....	10	19	11	304	30,266	3,910	565,955	1,308 06	1,252 19	7
Total.....	78	152	91	2,825	274,291	\$60,460	\$6,380,810	\$14,369 97	\$18,423 89	188

EXAMINATIONS.

I have held eight examinations since making my last report and have examined 170 applicants, all of those that passed two years ago passed for their second second-grade certificate. But few of the third-grade teachers succeed in getting a second-grade; quite a number have given up trying and stopped teaching, while others are going to school to fit themselves for teachers. I have quite a number of third-grades, but they are gradually dropping out, having held their last third-grade.

GENERAL.

Within the school year I have made 152 official visits, and found the schools with few exceptions doing well. It has been my aim to visit the schools when there was the largest attendance, and to visit the same school once in the forenoon and once in the afternoon during the school year, that I might the better judge of the work being done.

There have been two new buildings erected, and there seems to be an awakening in several districts to the need of better buildings. What would we think of setting our little ones for six hours a day on a hard board with no back to it? Would we do it in our own homes? If not, why should we in the school-room.

I think I can safely say that there never was a better institute than the one held in Windham. Not one teacher expressed himself otherwise than pleased with the instruction, and I could not but notice that the teachers were deeply interested. Teachers look to the institute as their one great help.

Never in the history of this county has there been such an awakening with regard to school matters as within the past four years. The greatest difficulty is in the small valuations of the school districts. The increased district quotas will help them some, but not as much as benefits which the township system would give.

The school grounds as a rule are not well kept. I think every school-house should have at least one-half acre of land on which the

children might exercise, instead of being obliged as in many instances to play in the road.

Most of the teachers in this district are eager for teachers' associations. There were two in the district last year, and this year another is to be organized.

Most of the teachers, if not all, take educational papers, and several are taking the Chautauqua course. The outlook for good teaching is bright and growing brighter.

NEW BALTIMORE, N. Y.

HAMILTON COUNTY.

DANIEL COCHRAN, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Arietta	3	5	3	80	5,495	\$1,210	\$68,528	\$403 51	\$1,150 00	6
Benson	3	6	3	80	6,596	1,300	54,028	331 83	281 04	....
Hope	4	10	5	159	13,462	1,755	73,279	556 27	543 69	....
Indian Lake	6	12	6	195	12,131	2,510	411,556	675 39	909 17	....
Long Lake	4	8	4	96	8,429	1,600	223,464	380 83	960 03	6
Lake Pleasant	5	10	5	81	5,666	2,035	270,843	447 55	916 19	7
Morehouse	2	2	2	47	3,363	1,300	22,420	185 96	225 00	...
Wells	9	18	9	348	31,462	3,825	266,984	1,078 56	1,220 16	....
Total	36	71	37	1,086	86,604	\$15,535	\$1,391,102	\$4,059 90	\$6,205 28	19

GENERAL.

I am, generally speaking, well pleased with the schools under my supervision. Incompetent teachers are, thanks to the uniform examinations, ruled out. Several teachers, after receiving second third-grade certificates, have been obliged to stop teaching and attend school in order to qualify themselves to secure a second-grade certificate.

The district numbers within its bounds 1,443 pupils of school age, 1,086 of whom were registered upon the school rolls during the year.

One new school-house has been erected in the town of Arietta, and considerable repairing, reseating, etc., is being done.

The number of trees set out was not so large this year as I had hoped for, some districts not taking any interest in the matter. I distributed all circulars sent me from the Department and tried to induce all teachers and trustees to properly observe Arbor Day.

The institute for this commissioner district, held at Wells, commencing June ninth, was in charge of Henry R. Sanford, A. M., assisted by Miss Ella L. Richardson, instructor in drawing. The institute was in every way a great success. From beginning to end the attendance was large and regular, and the exercises throughout were interesting and profitable. Close attention was given to the

instruction in drawing. It is evident from the improvement in the work of many school-rooms that the two institutes have done much to advance educational interests in this district.

Free text-books would be a boon to many of the worthy but needy families, having a number of children of school age, and to my mind is the only way a uniformity can be established. I find that bordering counties all have different text-books, and as families move from one county to another it breaks the uniformity and makes trouble.

A number of trustees have applied to me for aid in the matter of compelling parents to send their children to school. I have tried in several cases to do this, but have failed to do much good. There should be some more direct and efficient method of proceeding in such cases. With power to compel children who are not otherwise being educated to attend school, with text-books provided by the State, our schools could be made much more efficient.

WELLS, N. Y.

HERKIMER COUNTY — FIRST DISTRICT.

SAMUEL H. NEWBERRY, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Fairfield	11	22	13	394	38,920	\$11,405	\$1,172,850	\$1,519 51	\$3,571 38	10
Herkimer	11	24	24	874	104,135	45,175	3,304,187	3,080 76	11,021 16	32
Little Falls	9	20	32	1,418	168,221	86,225	1,804,481	5,961 12	14,861 52	26
Manheim	6	20	11	455	44,234	24,525	811,581	1,526 63	4,937 98	24
Newport	7	14	11	366	39,789	12,120	1,148,713	1,322 04	2,769 19	15
Norway	10	20	10	205	17,644	4,875	384,344	987 14	1,119 11	47
Ohio	8	15	8	179	13,264	2,050	98,130	767 98	868 37	18
Russia	14	30	16	436	37,158	5,825	662,862	1,660 80	2,047 90	24
Salisbury	14	28	14	413	31,931	4,450	431,116	1,549 08	1,625 35	19
Wilmurt	5	7	5	76	6,530	1,800	243,615	450 94	799 42	....
Total	95	200	144	4,819	501,826	\$198,450	\$10,061,879	\$18,826 00	\$43,621 38	215

GENERAL.

The schools in this commissioner district have been in a prosperous condition during the past year. The tendency toward improvement in many lines has been marked. Several school-houses have been extensively repaired, and material additions to school furniture and apparatus have been made throughout the district.

Now that the system of uniform examinations has become a settled fact, the good results are beginning to manifest themselves. None recognize this now more thoroughly than the teachers themselves, although some of them at first were disposed to condemn the system.

LITTLE FALLS, N. Y.

HERKIMER COUNTY—SECOND DISTRICT.

HARRINGTON P. WHITNEY, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Columbia	11	21	11	292	27,180	\$6,350	\$817,471	\$1,136 59	\$1,187 33	47
Danube	9	13	9	195	16,767	6,635	640,596	884 39	1,919 65	32
Frankfort.....	15	28	22	885	89,645	28,285	1,340,636	2,906 64	5,294 55	6
German Flats ...	9	21	35	1,399	198,549	39,200	2,203,004	5,539 51	11,469 79	13
Litchfield	9	18	9	191	19,898	4,000	590,965	943 19	1,683 76	52
Schuyler	12	21	12	243	21,638	6,900	724,825	1,175 78	1,964 69	11
Stark	11	13	11	262	23,921	5,275	635,919	1,135 87	2,562 05	12
Warren.....	10	14	10	280	25,585	7,495	540,884	1,091 44	1,323 49	27
Winfield.....	10	16	16	540	57,269	12,010	1,320,530	1,925 75	2,659 04	24
Total.....	96	165	135	4,287	480,452	\$116,150	\$8,814,830	\$16,739 16	\$30,064 35	224

CONDITION OF SCHOOLS.

I am pleased to report that the schools in the main, throughout this commissioner district are in a prosperous condition. Local school officers and the public, generally, manifest a lively interest in their welfare. The teachers, as a rule, are striving faithfully to increase their own efficiency, to obtain still better results, and to place the schools upon a still higher plane. With these conditions existing, we may safely predict continued progress.

UNIFORM EXAMINATIONS.

The system of uniform examinations meets with quite general approval. It has done much towards increasing an interest among teachers to become better informed in matters pertaining to both general and special school work, and also towards the perceptible increase of teachers' wages within the past two years. While the system imposes a large amount of work upon commissioners, it at the same time relieves them of much embarrassment. All in all, we can but believe that the system came none too early, and that it is contributing very beneficially to the educational interests of the State.

BUILDINGS AND SITES.

The improvement of school buildings and school grounds is steadily progressing. During the past year, three new school-houses have been built, another is now in process of erection, several have been thoroughly repaired and re-seated, and several sites have been enlarged and improved. The requirements of the law in reference to "health and decency" have been quite fully complied with throughout the district. As a result, the out-buildings are generally in very good condition.

TRAINING CLASSES.

The teachers' class organized and instructed under the supervision of Principal W. H. Truesdale, of the Mohawk union school, last year,

was a complete success. Fifteen of its seventeen members passed the examinations successfully for second grade certificates, and two for third grade. Believing that these classes contribute largely in supplying our common schools with more efficient teachers, I regret that one was not organized in my district this year with the beginning of the fall term. I am in hopes, however, that one may yet be organized at the beginning of the winter term.

ARBOR DAY.

Arbor Day was observed in sixty-two districts, in each of which the published program was more or less fully carried out. In several districts the school officers and many of the patrons participated in the exercises. In all there were 224 trees planted, and also, shrubs and flowers in several districts, to further beautify their grounds.

ILION, N. Y.

JEFFERSON COUNTY — FIRST DISTRICT.

S. WHITFORD MAXSON, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Adams	14	33	20	684	70,118	\$13,300	\$1,833,401	\$2,546 05	\$3,341 68	31
Brownville	19	41	25	660	66,425	14,120	1,905,893	2,883 44	3,609 04	13
Ellisburg	26	58	34	895	87,317	27,395	2,156,741	3,925 09	5,125 22	84
Henderson	13	26	14	375	33,046	10,100	941,019	1,569 67	1,973 48	35
Hounsfield	18	33	21	632	56,633	11,820	1,131,942	2,530 19	2,677 38	61
Lorraine	12	28	14	350	30,680	7,305	570,766	1,422 84	2,083 35	40
Rodman	12	26	14	298	28,644	7,380	973,626	1,453 72	1,356 71	8
Worth	8	16	8	265	22,938	3,740	209,719	898 13	864 17	25
Total	122	261	150	4,159	395,801	\$95,160	\$9,723,107	\$17,229 13	\$21,031 03	297

GENERAL.

During the school year ending July 25, 1890, I have made 261 official visits to the schools in this district. I am convinced that all classes are becoming more deeply interested in the well-being of our schools, and that as a natural consequence, they are steadily improving. The work of rebuilding and repairing has continued, not so rapidly as could be wished because of the extremely hard times, still substantial progress has been made.

Arbor Day was more generally observed this year than last, and many school grounds have been very much improved as a result. It is to be regretted that there is no way of compelling districts to own sites containing at least one-half acre. Most districts have fair-sized grounds, but occasionally one is found with so small a site that the only play-ground for the pupils is the highway.

LEGISLATION.

The people of the rural communities feel that our Legislature greatly benefited them by the school laws enacted last winter. The good work should be continued by passing some law which shall relieve the poorer classes from the heavy burden imposed by the exorbitant prices charged for school books, and the frequent changes and lack of uniformity therein. This condition of affairs is not only a burden to patrons of the schools, but an element of weakness in the school-room. This is not the proper place or time to discuss remedies for this evil, but it seems to me it is one of the problems demanding immediate attention.

It is unfortunate that all efforts to secure a practical compulsory law have so far been unsuccessful, but there ought to be earnest and thoughtful attention given to this work till such a law is enacted and enforced.

ADAMS CENTRE, N. Y.

JEFFERSON COUNTY—SECOND DISTRICT.

TRUMAN C. GRAY, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Antwerp	22	27	26	717	61,167	\$12,025	\$1,345,733	\$2,788 99	\$2,627 79	33
Champion	15	28	17	531	43,863	9,050	1,162,283	2,230 86	1,936 12	69
Le Roy	18	21	20	434	40,508	10,650	1,122,133	2,128 83	2,276 14	55
Rutland	12	24	13	320	28,268	6,750	827,430	1,439 71	1,424 10	42
Watertown	12	22	15	291	28,361	5,450	654,219	1,385 03	1,289 60	19
Wilna	18	40	28	847	84,569	35,200	1,371,135	3,495 83	7,885 56	58
Philadelphia	10	14	13	320	33,322	9,700	879,187	1,490 22	2,747 64	48
Total	107	176	132	3,460	320,058	\$88,825	\$7,362,120	\$14,959 47	\$20,186 95	324

A FEW GENERAL AND PERTINENT OBSERVATIONS.

Geographically considered, this district comprises seven of the twenty-two towns of Jefferson county. It has an area of about 380 square miles, and is drained by the Black and Indian rivers. The occupation of the people is principally dairying, the soil being adapted to grazing. From a moral, industrial, intellectual and financial standpoint these people compare favorably with those of any other rural district of equal area in the State.

The district is divided into 114 school districts the boundaries of which "no man knoweth." There may have been a time within the history of the State when a search among the promiscuous records of the town clerk would have rewarded your labor; but now by reason of the many changes which have been made and the disorder which characterizes the records of every town, a search is useless; indeed

these boundary lines might, not inaptly, be compared to the paths of the ancient labyrinths.

That there is a tendency on the part of the people in this thrifty locality to neglect the common schools is shown in the condition of their school buildings. In the midst of a neighborhood of broad, productive farms, fine residences, convenient and well-built barns, the district school-house, by reason of its size, form and condition, is too frequently an object of contempt.

That the human mind rarely rises above its surroundings, that the intellect is susceptible to impressions, and that the eye is our greatest teacher, are facts the rural taxpayer sublimely ignores while constructing and locating the school-house. Everything calculated to elevate the mind, broaden the understanding, excite the fancy and soften the heart, is omitted.

With numbers and language the little kindergartner is regularly taught neatness and manners. In educating country children, if culture should keep step with arithmetic and grammar, then it becomes our imperative duty to lay siege upon the district voter until enough of the "*idol*" may be used to equip the interior of the school-house at least to a degree of respectability, instead of being a place wherein the teacher might conscientiously exact of the children the same neatness and decorum that the careful mother of the well-regulated home requires of her children. The average youth displays his disrespect and contempt of the school-house by entering it as he might a shed or out-house of any description, and his actions are simply in harmony with his surroundings. If it may be successfully contended that a man can be an agriculturist or a mechanic without being a boor, and if refinement and culture ought to result from education, then surely we need a reform in our rural schools. In going about my district these ideas have so impressed themselves upon my mind that I could not refrain from making them the chief burden of this brief report.

ANTWERP, N. Y.

JEFFERSON COUNTY — THIRD DISTRICT.

CHARLES E. WHITNEY, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Alexandria	21	10	28	871	86,789	\$11,425	\$1,242,562	\$3,428 33	\$5,239 22	27
Cape Vincent....	16	26	19	672	65,513	13,646	1,869,155	2,459 04	4,082 85	53
Clayton	24	25	32	1,039	100,494	25,110	1,504,982	4,119 31	4,332 44	26
Lyme	16	19	21	534	53,695	14,500	1,473,557	2,433 98	3,160 85	15
Orleans	19	22	20	496	45,393	11,575	1,240,643	2,205 67	2,479 89	23
Pamelia	10	17	10	195	18,775	5,515	676,295	1,037 63	1,118 11	4
Theresa	15	16	19	565	54,340	12,400	918,905	2,144 39	2,923 16	19
Total	121	135	149	4,372	424,999	\$94,171	\$8,926,099	\$17,828 35	\$23,336 52	167

CONDITION OF SCHOOLS.

I believe I am warranted in reporting that the schools of this commissioner district have made progress during the past year, and that they are, in general, in good condition. I consider the fact that trustees are making inquiries for "good teachers," instead of for those that can be hired at low wages, to be good evidence that school officers and the patrons of schools are taking greater interest in the matter of education than has been manifested in the past.

The irregular attendance of pupils is, perhaps, the greatest hindrance to good progress in the schools of the rural districts, and I believe the most practicable means of bringing parents to realize the importance of regular attendance, would be the enactment of an effective compulsory law.

The system of uniform examinations has been the means of raising the standard of teachers' qualifications several points. It has also reduced the number of licensed teachers to such an extent that the present number of licensed teachers is not equal to the number required to fill all the schools, there being 149 schools and only 143 licensed teachers.

Having these assurances of more permanent positions and of higher wages, I believe that a more able class of persons will seek to gain a livelihood by preparing for and entering upon the work of teaching.

MISCELLANEOUS.

The general condition of school-houses has improved considerably during the past year. Two new buildings have been erected and several others have been thoroughly repaired. New seats have been placed in nearly all school rooms where they were needed, making the school-houses of this commissioner district, with few exceptions, comfortable and pleasant.

The observance of Arbor Day was quite general, and a reasonable amount of work has been done to make the surroundings of the school buildings attractive and healthful. One hundred and seventy-nine trees were planted, which add greatly to the general appearance of the school grounds upon which they were placed.

During the year I have made 135 official visits, and have found good reasons for believing that progress has been made in all branches of school work.

CAPE VINCENT, N. Y.

KINGS COUNTY.

ANDREW G. CROUSEY, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Flatbush.....	3	10	24	1,192	157,708	\$48,550	\$4,906,530	\$3,906 22	\$13,827 00	3
Flatlands.....	3	4	11	738	71,287	24,800	1,671,675	2,043 20	6,594 00	4
Gravesend.....	6	11	16	928	85,724	46,200	2,896,220	2,351 35	5,189 58	23
New Utrecht...	4	15	15	1,016	115,987	66,500	3,339,042	2,513 61	15,501 57	3
Total.....	16	40	66	3,874	430,706	\$186,050	\$12,813,467	\$10,814 38	\$41,112 15	33

SCHOOL BUILDINGS.

There has been a continued advance in the improvement of the schools since my report of last year. The spirit of generosity alluded to in that report seems to have developed into one of rivalry, each district attempting to outdo the other in some movement that has resulted, or will result, in the educating of that class of youth who seldom, if ever, receive any instruction other than that which is secured through the common schools. In district No. 1, Flatbush, a large addition has been made to the brick building, the principal school-house on East Broadway, at an expense of about \$25,000; in district No. 3 of Flatlands, a school-house has but recently been built at Canarsie, at an expense of about \$5,000; while in district No. 3 of New Utrecht proceedings are now pending for the appropriation of about \$20,000 for a site and school-house, in addition to the large brick building which, but two years ago, was built at an expense, it is said, of \$13,000.

HEALTH AND DECENCY.

There has been a full compliance with the provisions of chapter 538 of the Laws of 1887, in regard to the out-buildings and the fences entirely separating them. But there is another feature of danger that threatens the health and, perhaps, the lives of the pupils, and that is the possibility of diseases originating in the families of the janitors quartered in the school building, spreading among the little ones while at school. There is no use in trying to allay the fear of a spread of the many infectious complaints commonly classed as child's diseases while the janitor's family is allowed to live in a part of the school building. Parents in this commissioner district complain, and I think justly, that many cases of scarlet fever, measles and whooping cough have been contracted in the school building by reason of a single case in the janitor's family while residing in the building, and have frequently been carried, by either teacher or pupil, to adjoining districts. I therefore feel constrained to insist that in no case should the janitor's family be allowed to reside in the same building in which the children have to attend school.

SCHOOLS.

My previous remarks relate to the buildings, their arrangement, condition and use. I must now speak of the condition of the school, in the educational sense. Every district has undergone a change for the better. In district No. 1, of Flatbush, the large addition to the principal school on East Broadway has afforded the means of providing a grammar school for that *town* on an equal footing with any school of that class in the city of Brooklyn, while in districts Nos. 1, 2 and 3 of New Utrecht important changes have been made by the employment of additional assistants, and advancing the able and worthy principals to the position they justly merited. Every school district has been provided with a musical instrument to attract the children and make the school hours more tolerable to them; trustees have quietly acquiesced in the popular sentiment that the school-room shall not be used as an asylum for incompetent friend or relative, and the whole commissioner district is out of the old rut and on an enthusiastic start in a competition for the best buildings, best teachers and the most improved furniture, apparatus and books that can be secured for the comfort and education of the children of the great masses that, through force of their circumstances, must depend entirely upon the common schools for any instruction to their offsprings.

TEACHERS.

The staff of instructors in this commissioner district has been enlarged with wonderful rapidity. In January, 1888, the first month of my experience as commissioner, the number of teachers employed in all the schools equaled but two-thirds of the present number, and the constant demand for more school-houses bids fair to add more to the list. Besides this increase there is now manifested a spirit of greater liberality in the pay of the instructors, a matter which I think should always be taken into consideration in the employment of worthy applicants for the position. If a person is, by reason of incompetency, worth but a very small compensation as a teacher, he should not be employed in that capacity at any price.

In the employment of the teachers forming the present staff, changes have been made in some of the districts by resignations, while in others the engagements were made to supply the demand for additional instructors. But whatever may have been the cause for the changes or additions it is evident that they have had the effect of bringing back to the school many of the children who, previous to this year, have been attending the schools in Brooklyn, to the prejudice to those of the poorer classes, who, on account of their inability to pay the traveling expenses of their children from the district in which they resided, had to submit to whatever means of education the trustees saw fit to provide for them. And now that they are back, they will be the cause of their parents taking a greater interest in the district school, to the advantage of all. That, probably, accounts for the sum of \$59,311.73 being appropriated by fifteen of the sixteen districts, mainly for teachers' wages for the current year—an excess of nearly \$14,000 over last year's appropriation for the like purpose.

UNIFORM EXAMINATIONS.

The examinations under the uniform system have undoubtedly been the means of arousing the teachers to a sense of duty as well as of advancing their standing in scholarship. The questions being entirely different for each examination day, they set the aspirants for certificates to thinking over the studies in which they had been engaged and caused them to start studying anew to catch the many ideas, which, no doubt, were for the first time presented to them by the question papers. The candidates thus had the satisfaction of being convinced that while the system was being enforced for the welfare of the young, it tended in a great degree to ameliorate their own. Upon every occasion I have shown no partiality to the candidates, but have treated them fairly as every competitor should be treated, with the view, at all times, to securing none but the best talent for instructors. The examinations have, therefore, proved a success, in so far as this commissioner district is concerned, and I trust that the same results have been secured throughout the State. So much for an energetic State Superintendent.

ARBOR DAY.

Exercises were held on this day in all the schools but one. They were, in most cases, accompanied by original poems and other pieces composed by the scholars, and in some instances by the teachers, and afforded considerable pleasure to the parents, to the gratification of the teachers, and the commissioner.

NEEDED LEGISLATION.

Upon this subject I would respectfully refer to my views as already given in my reports for 1888 and 1889. I adhere to those given upon the questions of free books, the township system, and for the making of some provision for the raising of funds by the issuance of bonds for the purpose of building, purchasing, hiring or repairing of school-houses. I regard those questions of equal importance.

TEACHERS' INSTITUTES.

Having experienced the work of three teachers' institutes, I feel satisfied upon two points in regard their conduct. First, that the institute should be held for at least two weeks so as to give the instructors ample time to fully develop their ideas and exhaust their subjects. Second, that it should be held either immediately before or after the school term, or at such a period during school term when it would not be likely to interfere with the attendance. In support of my first suggestion I must say that the teachers were so deeply interested in the work of the institute which was held for this commissioner district at Gravesend in March last, that they complained at not being afforded an opportunity to more thoroughly engage in the valuable instruction that was introduced by Professors Albro and Kennedy and Miss Richardson. They dispensed with the exhibition of the home talent to give those instructors more time, and throughout the session showed a marked attention to the course laid out by each instructor. At the end of the session they passed a resolution of regret that the institute had closed. As to my second suggestion I have carefully inquired the cause of many children remaining from

the school immediately after the institute week, and found that they have, in many instances, been put to work during the institute week and that their parents, either through greed or the necessity of the pecuniary aid derived from their earnings have refused to return them to the school.

VISITATIONS.

My attention has been given to those schools which have, in my opinion, been most in the need of it. I have visited each as often as I deemed necessary, and have, at all times and under all circumstances, held myself ready to attend to any business that related to them.

FAREWELL.

I have taken up more space than has been allotted to me, but as it is likely that I will not again have an opportunity, as commissioner, to officially make a written report touching upon the common schools of our Empire State, I trust that our esteemed Superintendent will give the whole of this a space for one who is willing at all times and under all conditions to stand as the champion for free education.

BATH BEACH, N. Y.

LEWIS COUNTY — FIRST DISTRICT.

WILLIS MAINE, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Greig	8	14	7	303	23,426	\$2,850	\$79,266	\$1,009 71	\$581 33	28
Lewis	9	17	10	273	23,215	2,575	128,448	1,150 88	898 04	8
Turin	12	22	13	296	24,508	6,350	391,380	1,421 76	1,989 58	11
West Turin	11	23	13	372	32,840	5,800	579,569	1,548 20	1,431 03	5
High Market	9	13	9	207	13,969	2,190	133,545	892 83	1,049 87	9
Osceola	7	8	7	159	12,917	2,350	64,973	730 85	766 49	16
Lyonsdale	9	20	10	340	30,323	4,550	95,780	1,256 21	1,144 53	15
Martinsburgh	22	32	23	367	38,043	8,650	714,137	2,485 46	1,922 62	47
Leyden	15	31	17	373	32,692	9,300	529,151	1,928 94	1,836 44	7
Total.....	102	180	109	2,690	231,933	\$44,615	\$2,716,249	\$12,424 84	\$11,619 93	146

GENERAL.

This district contains 102 school districts, employing 109 teachers.	
Teachers licensed by commissioner	101
Teachers licensed by normal schools	4
Teachers having attended normal school	4
Districts paying teachers monthly	51
Districts having collector give bonds	48
Districts making contract with teachers	101

Amount paid for teachers' wages	\$20,772
Amount paid for library	75
Amount paid for school apparatus	452

During the past year there has been no change in the school districts under my supervision. One hundred and eighty official visits have been made. It frequently happens that certain districts need more attention than others. Visitations are made as often as are necessary.

It is due to the majority of the people of southern Lewis to say that they are alive to a spirit that speaks well for the future of our common schools. Many are willing to coöperate with the teachers and school officers in their efforts to better the schools. This is especially shown in the demand for better qualified teachers. No real reform can be accomplished until the parents are duly interested in the enterprise. The schools are and will continue to be what public sentiment demands.

The new basis of apportioning the public money, by which each district will receive \$100 as a district quota, has a tendency to improve many of the small districts.

A large majority of the schools are supplied with charts, which are a great help to teachers.

LEGISLATION.

The changes in the school system which I believe desirable are:

First. To the township system.

Second. Text-books should be uniform, the property of the district and furnished by the State.

Third. Trustees should be paid for the proper performance of their duties.

Fourth. A uniform system of marking examination papers.

Fifth. The present library system made to be of some value to the schools.

PORT LEYDEN, N. Y.

LEWIS COUNTY — SECOND DISTRICT.

ROBERT W. JONES, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Croghan	21	19	21	839	64,548	\$8,470	\$403,260	\$2,664 14	\$2,256 39	51
Denmark	12	20	15	511	53,801	10,780	882,931	1,904 80	3,115 87	45
Diana	14	17	16	515	47,399	8,235	301,540	1,905 58	2,455 59	27
Harrisburgh	11	17	11	228	17,177	4,825	440,910	1,106 59	1,076 12	20
Lowville	11	35	16	636	64,436	32,030	1,456,239	2,493 61	5,710 46	11
Montague	10	9	10	245	19,891	2,540	112,326	995 46	725 06	24
New Bremen	14	21	16	586	46,819	5,970	326,168	2,143 38	1,452 57	88
Pinckney	12	12	11	250	21,160	3,585	338,490	1,172 63	897 50	15
Watson	10	14	10	344	25,358	2,022	100,836	1,127 90	832 18	39
Total	115	164	126	4,154	360,589	\$78,457	\$4,362,700	\$15,514 09	\$18,521 74	320

GENERAL.

I believe that the past year has been one of substantial progress in the schools of this district, generally speaking. Particularly have I been pleased with the work of some of the village schools, most notably Copenhagen, Lowville and Harrisville. At the former place the academic department of the union free school has been furnished with an extensive and well chosen library, and a fine collection of necessary apparatus, at an expense of nearly \$1,000. The work done in that school is of the best character. At Lowville, extensive improvements have been made in the school buildings of school district No. 2, and the school, heretofore separated in two buildings nearly half a mile apart, has been brought under one roof, an arrangement which greatly facilitates closer grading and supervision by the principal. An increase of one in the teaching force has been made, and special lessons in drawing and vocal music provided for in all the grades. District No. 1, Lowville, has entirely rebuilt and greatly enlarged its school-house, and is now prepared to accommodate its pupils in two spacious rooms. This result has not been reached without some controversy which, I fear, will impede the progress of the school to some extent for some time. At Harrisville, the graded school has been and is doing first-rate work, and is attracting the attention of students from a large surrounding country.

Did space permit, I would give honorable mention to many smaller schools where earnest, faithful and competent teachers are doing the best of work amid humble surroundings and with crude conveniences. There are many such, and to them, more than to any other agency, is due whatever progress we make.

UNIFORM EXAMINATIONS.

The uniform examinations have been made fully as difficult as circumstances will warrant in this part of the State. Considerable difficulty is experienced in getting teachers for the back woods districts, where *every* teacher will not go. This difficulty is greatly intensified by the reduced number of examinations allowed. No one favors the plan more than I do, for I can see on all sides the benefits arising from it, but I must mildly protest when the standard of qualification is forced up too fast. It must be remembered that the original plan to which the commissioners agreed, many of them with hesitation knowing the condition of their districts, was a very different thing from the present revised uniform examination.

MISCELLANEOUS.

The first teachers' training class under the new law ever organized in this county was organized in the Copenhagen Union Free School early in September. The school has all necessary facilities for doing the work, and the necessary teaching talent for doing it well. I look for great benefit to the teachers, and through them to the schools from this source.

Dr. Albro, Professor Downing and Miss Richardson gave work of the most satisfactory character at our institute, September eighth to twelfth. Owing to the early date and the very unpleasant weather the enrolled attendance was not so great as usual.

The increase in the State appropriation for schools, and the passage of the "\$100 quota bill" are matters which concern Lewis county deeply. The increased apportionment will help the districts most needing help, and will be the means of saving several from dissolution. *Now* we are ready for the township system.

In general, the legislation of last winter, touching the rural districts, was well advised and beneficial.

LOWVILLE, N. Y.

LIVINGSTON COUNTY — FIRST DISTRICT.

FOSTER W. WALKER, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Avon	12	12	16	620	35,810	\$12,650	\$2,358,075	\$2,442 34	\$4,809 93	53
Caledonia.....	7	11	11	389	24,148	12,435	1,953,280	1,609 93	2,847 32	33
Conesus	9	5	10	244	12,399	6,450	817,870	1,116 88	1,557 99	33
Geneseo	10	3	12	315	17,240	8,775	3,476,977	1,422 14	2,748 17	42
Groveland	8	4	8	253	14,479	4,725	1,590,135	984 91	1,858 72	46
Leicester	10	1	12	464	22,377	8,500	1,283,986	1,501 43	2,453 27	58
Lima	9	8	13	489	27,267	9,475	1,777,618	1,914 25	2,913 79	22
Livonia	12	8	17	598	39,882	16,420	2,131,070	2,405 53	3,873 54	44
York	13	16	15	543	28,485	10,965	2,189,228	1,968 79	2,644 43	52
Total.....	90	68	114	3,915	222,087	\$90,395	\$17,578,239	\$15,366 20	\$25,707 16	383

GENERAL.

I was, upon the recommendation of Commissioner Kneeland, my successor and predecessor, appointed by Judge Nash to fill the vacancy caused by Mr. Kneeland's resignation, September 15, 1890. It was a pleasure to renew the relations which ceased to exist nearly six years before.

Our institute was held at Caledonia, commencing September twenty-second, under the instruction of Dr. S. H. Albro. Many of the districts at that time had not engaged their teachers, and for that reason the institute was not as large as usual. The whole number registered was ninety-two, average daily attendance, seventy-nine. Of the whole number registered, eighty-nine were actual teachers, and every teacher in attendance spoke of it as the most instructive institute ever held in this district.

The general condition of the school affairs of this district is encouraging.

As I am not a candidate for reëlection, my official relation to the people of this district, and to the Department of Public Instruction, will cease with the present year. I desire to express my obligations to the people and to the Department for their courtesy.

CALEDONIA, N. Y.

LIVINGSTON COUNTY — SECOND DISTRICT.

AUSTIN B. DUNN, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Mt. Morris.....	12	22	21	736	91,955	\$19,645	\$1,994,968	\$3,332 85	\$5,720 07	39
North Dansville..	3	8	16	690	83,358	33,525	1,560,838	2,526 54	8,106 29	7
Nunda.....	12	23	18	550	61,933	15,525	1,194,668	2,425 68	2,776 36	39
Ossian.....	9	20	10	226	18,712	3,150	499,318	1,022 85	1,002 90	33
Portage	7	21	11	208	18,836	5,325	707,685	1,166 88	1,181 52	11
Sparta	9	17	10	305	25,390	6,150	856,399	1,203 96	1,219 73	31
Springwater	13	32	19	515	44,041	10,575	1,060,029	2,222 71	2,404 86	75
West Sparta	12	25	12	237	21,273	4,840	661,631	1,227 84	1,073 39	32
Total.....	77	168	117	3,467	365,498	\$98,735	\$8,535,536	\$15,129 31	\$23,485 12	267

GENERAL.

The schools in this district are doing well. The majority of the teachers are earnest and seem to realize the responsibility resting upon them. By referring to the statistics of attendance I find the per cent will prove higher than last year, yet the attendance in the rural districts is not as high as I would like to see it.

The school-houses generally are in fair condition. There are a few, however, that need to be torn down and new ones erected. The subject of erecting new ones in these districts is being agitated quite thoroughly, and it is very probable that they will decide to build new ones in the near future.

Most of the schools in this district joined in the observance of Arbor Day. Two hundred and sixty-seven trees were set, which is nearly 100 per cent gain over last year, and we hope to gain proportionally the coming year.

The accompanying statement will show the result of uniform examinations. Most of the teachers are now in favor of the system, and agree with us that it is a success.

The district institute was held at Mt. Morris, May 26-30, Professor Barnes as conductor, with Miss Augusta L. Balch as instructor in drawing, and R. A. Waterbury, A. M., Ph. D., as assistant conductor. We had ninety-four teachers registered, with an average daily attendance of eighty-one. It was considered by all to be a very profitable meeting of the teachers of this commissioner district.

OSSIAN, N. Y.

MADISON COUNTY — FIRST DISTRICT.

ROLLIN C. FRANCIS, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Brookfield	23	38	34	950	89,962	\$17,066	\$1,686,077	\$3,882 23	\$5,017 87	53
DeRuyter	8	19	13	407	37,891	8,674	544,229	1,528 34	1,718 28	20
Eaton	19	27	24	690	69,522	17,070	1,426,352	2,819 25	5,351 80	26
Georgetown	10	26	12	267	23,771	3,180	424,711	1,261 79	1,284 05	22
Hamilton	14	28	24	802	91,990	19,160	1,832,141	3,335 49	5,594 45	40
Lebanon	11	17	13	289	26,091	5,700	718,980	1,345 44	1,705 21	36
Madison	11	17	16	474	50,137	9,615	1,269,086	1,871 37	2,537 63	25
Nelson	15	21	15	298	24,055	5,675	695,022	1,561 99	1,559 05	38
Total.....	111	193	151	4,177	413,419	\$86,140	\$8,596,598	\$17,605 90	\$24,768 34	260

VISITS AND IMPRESSIONS.

Owing to illness, I was unable to visit all of the schools last winter; consequently I am credited, as shown in the trustees' reports, with having made only 193 official visits during the past year. Upon these inspections I found the union schools, with the exception of one, under the instruction of earnest and competent teachers. These schools are closely graded and doing thorough, practical work, and justly entitled to the high reputation which they have gained for producing fruitful results. The general condition of the rural schools continue to advance. The teachers, in the main, manifest more interest in their school work, and better discipline prevails.

INSTITUTE.

The institute was held at Morrisville, June ninth to thirteenth; Dr. S. H. Albro, conductor, ably assisted by Miss Richardson, Dr. Smith and Miss Roberts, of Cortland Normal School, and Professor S. C. Kimm, local assistant. The Regents' examination, occurring upon the same week as the institute, prevented the principal and one assistant from each school under the supervision of the Regents from attending, consequently the register did not show as large an attendance as in previous years. There were registered 153, and the average attendance was 151.5.

The prompt and regular attendance upon each session, the active part taken by the teachers in the discussions, and the unusual interest manifested by them in all of the exercises, are evidences that the institute is increasing in favor with the teachers of this commissioner district.

This was the third institute in succession which Dr. Albro has conducted in this district, and, from previous experience, we had learned to expect much valuable instruction and sound advice from him; but, as usual, he more than met our expectation, and in his lecture on Tuesday evening he fully sustained the reputation which he had

already won for possessing the rare faculty of making usually dry subjects exceedingly interesting. The work of the assistants was thorough and practical, and gave eminent satisfaction. The teachers had looked forward with much pleasure and anticipation to Thursday evening when Deputy State Superintendent Skinner was expected to lecture, and it was the source of great disappointment to them when the rain came, and continued to come, in torrents until the streets were flooded, thus making it necessary to postpone the lecture until, it is hoped, not further than the next institute.

GENERAL.

During the past year a move has been made toward grading the common schools in this commissioner district. A copy of the course of study, so kindly furnished by the Department, has been placed in every rural school and is being followed as closely as the condition of the schools will permit. The teachers express themselves as well pleased with the new departure and already claim for it many advantages over the old "go-as-you-please" method. Although the system is "in its crudity," yet I find that it materially aids me in the work of supervision.

A new school-house has been built in district No. 30, Brookfield, in the place of the one recently burned; two others are being erected, one in district No. 9, Hamilton, and the other in district No. 9, Lebanon. Two recitation-rooms have been added to the Brookfield union school building, and several other schools have been extensively repaired.

The training-class was assigned to Brookfield union school, in charge of Professor Leon C. Ball. Great credit is due to the instructor for the thorough and effective work accomplished.

A meeting of the Teachers' Association was held at Hamilton in May and proved a very interesting and profitable session. Miss Roberts, of Cortland Normal School, was present, and gave excellent exercises on primary number work.

The following legislation is needed: *First*, the enactment of a more effective compulsory education law. *Second*, all text-books used in public schools should be furnished by the State.

GEORGETOWN, N. Y.

MADISON COUNTY — SECOND DISTRICT.

DANIEL KEATING, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Cazenovia	14	35	23	733	84,417	\$16,025	\$2,522,365	\$2,980 46	\$5,308 90	33
Fenner.....	13	27	13	265	23,181	6,550	586,444	1,339 81	1,088 47	25
Lenox.....	24	48	57	2,503	230,619	60,755	4,434,958	8,005 11	17,687 04	24
Smithfield	9	19	9	201	15,953	3,175	617,175	908 38	732 80	12
Stockbridge	11	30	17	527	46,558	8,535	930,421	2,047 65	2,095 06	25
Sullivan	19	40	29	969	102,390	24,665	2,403,070	3,663 38	4,571 85	46
Total.....	90	199	148	5,198	503,118	\$119,705	\$11,494,433	\$18,944 79	\$31,484 12	165

CONDITION OF SCHOOLS.

From personal inspection I believe the ninety-eight schools of this district are, as a whole, doing a creditable work. There is a general improvement in the methods of teaching, although in some cases it is apparently overdone and superficiality is very observable. A lack of discipline, in some instances, is the cause of much criticism, in fact, this is one of the most serious obstacles with which we have to contend in the common schools to-day.

A course of study has been introduced into the country schools during the past year. Three examinations have been held for the purpose of classifying the pupils. The results have been very satisfactory, and the enthusiasm which has been thus created is sufficient evidence that it is a step in the right direction. Seventy-eight schools have commenced work upon the course, and over 2,000 pupils have taken the examinations in whole or in part. Over 1,000 pass-cards have been issued and about 800 certificates of promotion, while twenty-four pupils have satisfactorily passed the highest grade and have each received a "common school diploma."

Four new buildings have been put up, and several districts have thoroughly repaired their property. There is a very urgent necessity for a larger site in many of the districts, and in a few cases the present sites are low, wet, and very unsuitable for play-grounds.

TEXT-BOOKS.

The question of text-books is a very important one. The poor families that are forced from circumstances to move from one district to another are continually causing a variety of text-books in the schools; and in many cases the pupils have not the necessary books. This tends to retard the progress of all the pupils, or, as is too often the case, the pupils with different text-books are neglected by the teacher. The remedy, I believe, is to have the district furnish sufficient text-books to supply all the pupils who attend the school.

GENERAL.

Our teachers' institute was held in Oneida in June. It was very ably conducted by Professors Albro and Sanford, assisted by Professor O. W. Sturdevant. Miss Ella L. Richardson conducted the drawing exercises in a very interesting manner. Commissioner Ida L. Griffin, of Oswego county, was present, and did some valuable work in geography. This was Professor Albro's first visit to this district, but the teachers will be pleased to meet him again.

Arbor Day was quite generally observed. The number of trees planted, the number of vines, shrubs and flowers set, and the numerous improvements made upon school-grounds, all attest the lively interest which has been awakened on the part of the pupils and parents.

The uniform examinations are giving the utmost satisfaction. The teachers of this district to-day hold certificates as follows: State certificates, two; college graduate's certificates, three; normal diplomas, twenty-four; first-grade certificates, ten; second-grade certificates, ninety-eight; third-grade certificates, twenty-one; temporary licenses, one. Total licensed teachers, 159.

It is a satisfaction to know that the district quota bill has become a law. This will be a great benefit to the country districts. The law allowing collectors to hold the public money will be a source of convenience to trustees and teachers. The new form of school register will be appreciated by trustees and commissioners in making their annual report. Further desirable legislation would be a change in the present library system; a change in the minimum age of teachers from 16 to 18 years; and a compulsory education law that will be effective.

Whatever has been accomplished during the past three years is due to the prompt and efficient assistance of the Department, and to the hearty coöperation of the teachers. The loyalty and the pride with which they have performed their work is deserving of praise, and the schools to-day are a public witness of their fitness for the positions which they occupy.

CHITTENANGO FALLS, N. Y.

MONROE COUNTY—FIRST DISTRICT.

D. EDGAR PARSONS, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Brighton.....	9	14	12	562	57,124	\$16,625	\$2,190,103	\$1,865 01	\$3,206 51	12
Henrietta.....	11	11	12	461	45,560	12,990	1,604,125	1,581 54	2,764 96	51
Irondequoit....	6	7	8	388	41,578	13,500	1,273,005	1,243 84	1,758 72	31
Mendon.....	16	18	21	707	79,524	17,350	2,219,096	3,033 53	4,365 21	34
Penfield.....	12	17	14	562	55,384	13,250	1,493,929	1,961 06	3,052 04	9
Perinton.....	11	13	22	1,018	118,121	47,890	3,666,577	3,704 99	9,053 21	47
Pittsford.....	10	13	13	463	44,590	9,200	1,680,543	1,795 16	2,788 01	7
Rush.....	9	12	8	353	34,248	7,925	1,381,123	1,215 71	1,857 37	48
Webster.....	13	13	16	648	66,742	19,500	1,437,820	2,436 51	3,609 74	23
Total.....	97	118	126	5,162	542,871	\$158,230	\$15,956,621	\$18,837 35	\$32,455 77	262

I have no new suggestions to offer in regard to the school laws now in force, my two previous reports comprising such as I believe are worthy the attention of the Department at this time. My term of office is nearly ended. I have enjoyed the work, notwithstanding the immense amount of it, and have to thank you and each member of your staff for all your many kindnesses to me.

ROCHESTER, N. Y.

MONROE COUNTY—SECOND DISTRICT.

CHAUNCEY BRAINARD, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Chili.....	11	6	11	447	38,845	\$8,425	\$2,063,084	\$1,588 05	\$1,990 39	71
Clarkson.....	8	2	9	344	34,414	8,230	1,305,532	1,314 11	2,740 72	21
Gates.....	7	11	7	340	33,596	9,224	2,310,032	1,123 37	2,850 21	21
Greece.....	17	9	18	870	86,403	35,100	3,378,517	2,780 38	6,440 69	46
Hamlin.....	12	7	14	523	43,971	10,150	1,559,150	1,883 21	2,683 19	71
Ogden.....	14	19	18	652	61,373	18,045	2,299,184	2,380 84	4,670 53	20
Parma.....	16	10	16	711	69,555	13,000	2,103,600	2,302 28	4,453 03	52
Riga.....	10	6	10	407	42,519	7,640	1,675,286	1,642 33	2,869 70	44
Sweden.....	10	11	16	605	46,999	18,890	2,827,476	2,171 62	3,557 63	49
Wheatland.....	5	2	15	588	64,197	21,100	2,019,667	2,208 22	4,799 71	42
Total.....	110	83	134	5,487	521,872	\$149,804	\$21,541,528	\$19,394 41	\$37,055 80	437

My term of office has been short, commencing May 29, 1890, during which time I have visited as many schools as possible, and in most cases have found the teachers doing good work. I notice a strong

tendency toward improvement in school buildings, finding some new buildings, others in process of construction, and still others undergoing quite extensive repairs, and a marked improvement in ornamentation and good care of school grounds.

I consider the change in legislation in regard to collectors drawing the public money from supervisors a desirable one.

I would suggest that trustees be authorized to take teachers' affidavits, and that such affidavits be required only before receiving the last month's pay for each term.

In trustees' financial report, I think item four in receipts might be simplified, by giving amount raised, and amount to be raised by tax, in separate statements.

CHILI STATION, N. Y.

MONTGOMERY COUNTY.

HENRY K. SALISBURY, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Amsterdam....	13	29	42	2,639	316,896	\$75,708	\$9,198,329	\$7,455 33	\$21,304 64	8
Canajoharie...	14	28	23	840	88,464	23,695	2,080,505	3,426 67	7,700 43	44
Charleston.....	10	20	10	287	22,044	5,315	629,193	1,032 67	2,930 01	47
Florida	13	21	16	855	84,152	18,575	1,905,496	2,342 54	5,593 84	57
Glen.....	9	16	12	486	52,732	21,325	1,732,583	1,658 54	5,051 01	41
Minden	18	36	25	1,042	112,307	26,865	2,415,029	3,609 59	8,451 39	42
Mohawk	10	20	14	606	57,687	25,800	2,555,465	1,958 00	6,483 03	20
Root.....	14	28	14	440	40,437	9,040	1,353,402	1,666 12	2,810 12	30
Palatine	11	22	16	569	60,128	17,235	2,419,722	2,081 38	5,615 41	9
St. Johnsville..	4	9	8	500	53,731	9,055	1,160,276	1,303 58	4,037 44	4
Total	116	229	180	8,264	888,578	\$232,623	\$25,451,000	\$26,534 42	\$70,077 32	302

The schools have made great advancement during the last year, especially due to the interest taken in the adoption of the uniform course of study for the county. Discussion had upon the course of study in the Tri-County Teachers' Council, and the association gave each teacher a thorough understanding of its advantage over the old hap-hazard way, and it has resulted in placing a systematic course in every school-room in the county.

By the close of the school year it is our purpose to prepare question papers upon the subjects of the course, and send them to each school board for the examination of the pupils attending the school, that they and other patrons may know the advancement their pupils are making from term to term.

School buildings are with few exceptions in good condition. Many have been thoroughly repaired, and made to comply with the law in regard to light, heat and ventilation. All with the exception of nine have modern seats and desks.

AMSTERDAM, N. Y.

NIAGARA COUNTY — FIRST DISTRICT.

CHAUNCEY G. RICHARDS, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Pendleton	8	16	8	311	29,732	\$8,300	\$954,992	\$1,053 74	\$1,504 31	19
Wheatfield.....	8	10	23	1,448	150,054	52,250	3,319,826	3,980 82	12,099 39	54
Lockport.....	16	18	16	615	59,663	12,465	1,967,826	2,195 39	2,806 14	42
Cambria	12	16	12	370	35,820	7,100	1,140,709	1,424 19	2,140 93	26
Royalton.....	19	26	25	985	94,371	22,158	2,727,379	3,227 74	4,692 23	34
Total.....	61	86	84	3,729	369,640	\$102,273	\$10,110,730	\$11,881 88	\$23,243 00	175

MISCELLANEOUS.

The general condition of the schools in this district, as a rule, is satisfactory. The majority of the teachers are trying to do better work and are studying with that end in view.

Trustees are taking more interest in the welfare of the schools than the year previous.

The beginning of terms of school ought to be regulated by statute. All district schools in the State should commence no later than the first of October and close the last week in June.

I think, as I have before stated, that the supervisor and assessors of a town should have exclusive power to form or alter the boundary lines of school districts. The commissioner has work enough to do without meddling with the division of districts.

LOCKPORT, N. Y.

NIAGARA COUNTY — SECOND DISTRICT.

ROBERT G. WOODS, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Hartland	16	30	*17	661	63,291	\$10,950	\$1,435,944	\$2,143 92	\$2,606 24	77
Somerset	13	30	16	551	58,192	7,830	1,168,083	2,033 30	3,227 36	21
Newfane	18	39	18	770	67,031	11,425	1,432,058	2,407 07	3,223 44	79
Wilson	14	32	21	772	74,756	16,840	1,471,460	2,652 05	7,189 49	62
Porter.....	11	24	13	445	43,329	4,650	1,056,882	1,602 52	1,932 72	36
Lewiston.....	12	27	16	617	58,443	10,500	1,673,009	1,995 45	3,019 11	32
Niagara.....	7	35	34	1,672	212,667	94,450	7,108,381	5,320 15	19,335 79	79
Total.....	91	217	135	5,488	577,709	\$156,645	\$15,345,817	\$18,154 46	\$40,534 15	386

* Two were not licensed.

CONDITION OF SCHOOLS.

Since my last annual report to the Department I have made 217 official visits to the schools in this commissioner district.

During these visits I have paid especial attention to the work done by the teachers, and can say that the outlook for the future is encouraging, although there still remains ample room for improvement.

I find that a large and increasing number of trustees are becoming convinced that employing "cheap teachers" (so-called) is not sound economy. Hence, teachers of experience and ability, especially such as have had some normal work, are being eagerly sought after by those trustees who are anxious to get "value received" for their money. As a result of this there is a growing desire on the part of young teachers to complete a course of professional training at some one of the State normal schools.

Since January 1, 1890, I have recommended sixteen young ladies and six young gentlemen for appointment to the normal schools. This fact alone indicates the spirit of progress that the uniform examinations and the professional training bill have aroused in this district.

UNIFORM EXAMINATIONS.

The uniform examination system has eliminated from our ranks a number of individuals who, whatever their other attainments, were deficient in the common or elementary branches. This class of people and their immediate friends are about the only ones opposed to the "system," excepting, of course, certain parties with political aspirations, who expect to win votes from unsuccessful candidates for certificates, and their friends. Time will probably change the opinions of this latter class.

BUILDINGS.

In the majority of districts school-houses are in fair condition. There are a few that should and undoubtedly will be rebuilt ere long. Money is not over-plenty in this section at any time, but this year, owing to the failure of the fruit crop and the unfavorable season generally, the cry of "hard times" is no myth. Consequently I have refrained from pushing some repairs that were urgently needed.

MISCELLANEOUS.

By consulting the trustees' reports, I find that Arbor Day was observed in seventy-nine of the ninety-three districts, and that 386 trees were planted.

Our institute was held at Niagara Falls, with Dr. S. H. Albro conductor, assisted by Dr. C. D. McLean, of Brockport, Professor Edward Hayward, of Clyde, Principal A. D. Filer, of Tonawanda, and Professor M. M. Maycock, of Buffalo. The session was productive of much good, and was credited with being one of the best held in this district.

Teachers' wages have advanced from \$258.27 per annum in 1888 to \$271 in 1889, and to \$294.88 in 1890. The average school year also shows some increase. In 1888 it was 34 weeks, in 1889 33 14-100 and in 1890 34 71-100. The falling off in 1889 was due, no doubt, to the changing of the close of the school year.

SUGGESTIONS.

I believe that trustees should be required to file their annual reports with the school commissioner instead of with the town clerk. So many erroneous reports are filed by the town clerks and forwarded to commissioners, who are often obliged to return them for correction, that it seems advisable to guard against this annoyance. I also believe that trustees should receive some compensation upon properly completing the duties appertaining to their office.

WEST SOMERSET, N. Y.

ONEIDA COUNTY — FIRST DISTRICT.

WILLIAM D. LEWIS, *School Commissioner.*

[Written report not received in time to appear in its proper place. If received, it will be published at the close of this exhibit under "Delayed Written Reports."]

ONEIDA COUNTY — SECOND DISTRICT.

FRED. E. PAYNE, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Augusta	11	23	15	495	49,728	\$14,935	\$730,803	\$2,050,78	\$2,706 44	50
Bridgewater.....	8	15	10	239	20,848	4,875	616,810	1,072 75	1,708 86	20
Marshall.....	10	20	11	317	30,796	6,750	595,957	1,331 38	1,531 80	14
Kirkland.....	16	32	19	869	69,998	16,050	1,553,002	2,674 83	3,122 76	30
Paris.....	13	26	16	625	59,954	12,525	1,482,646	2,331 52	2,699 02	17
Sangerfield.....	12	30	24	755	91,097	30,610	1,440,112	4,068 97	4,612 27	22
Vernon.....	10	21	16	665	63,819	8,845	1,337,314	2,432 83	2,628 24	24
Westmoreland ..	17	34	18	513	47,872	10,975	1,272,757	2,260 67	2,718 66	34
Total.....	97	201	129	4,478	434,112	\$105,565	\$9,029,402	\$18,163 73	\$21,728 05	211

(No written report submitted.)

ONEIDA COUNTY—THIRD DISTRICT.
EVERETT E. EDGERTON, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Camden.....	14	25	20	793	80,144	\$14,000	\$881,138	\$2,796 61	\$5,095 79	75
Florence.....	15	25	15	398	34,036	5,050	211,928	1,706 44	1,695 19	23
Rome.....	18	35	18	501	42,243	8,275	1,627,470	2,003 03	2,125 28	44
Verona.....	26	40	31	1,038	95,541	21,930	1,733,307	4,130 90	5,397 35	61
Vienna.....	19	37	20	507	40,664	10,100	389,359	2,230 19	1,566 63	53
Total.....	92	162	104	3,237	292,628	\$59,355	\$4,793,202	\$12,867 17	\$15,880 24	255

GENERAL CONDITION OF SCHOOLS.

From the standpoint of supervision, I have made 162 official visits during the past year to the schools under my supervision. I can report that progress has been made all along the line. I have found the attendance better, and less tardiness than usual. I have found the teachers more mindful of details.

I have endeavored to impress upon the minds of teachers that order is essential to success; that the love of children is essential to success; that due respect of parents is essential to success, and last but not least, devotion to the profession is eminently necessary in the true and earnest teacher.

I find that one active, enthusiastic teacher that can enthuse a school with a desire to know, with a desire to be, and to become more efficient in learning, in morals, in manners, in love of country, with a respect for elders, with an earnest desire to become a good citizen, is worth more than a hundred drones.

I find that the hour calls for leaders, not plodders; thinkers not sleepers. My teachers are demanding more of the spelling class than usual. The writing-book is made more prominent. The thoughts of the text-book is made paramount, but *words* are also studied.

We claim that "good English" is good enough for the average American citizen, with all due respect for every foreign tongue, and towards a mastery of the same my teachers are directing their classes in English grammar. My teachers are striving to instruct their classes in geography, to see and know the world as it really exists, and not as a colored map—to study the subject for the practical good to be derived for the present and for the future.

My teachers are entering the border line of the art of teaching, and their present success along the same encourages them onward to more elaborate trials, and more practical triumphs.

GENERAL SUGGESTIONS.

- Text-books should be furnished by the State at first cost.
- Trustees should be empowered to subscribe for several educational

papers or magazines for use in the school for supplementary reading, and to gain a general knowledge of passing events.

The old library should be closed out at auction or otherwise.

The Department should arrange a course of study.

CAMDEN, N. Y.

ONEIDA COUNTY—FOURTH DISTRICT.

WILLIAM B. GRAVES, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Annsville	18	35	19	525	44,966	\$6,775	\$548,999	\$2,106 97	\$2,151 70	56
Ava	9	12	9	186	16,246	2,600	239,960	956 84	758 70	16
Boonville	19	22	28	785	90,526	11,225	1,084,797	3,922 46	3,680 76	30
Forestport	10	10	12	351	33,299	4,050	103,281	1,273 32	1,750 71	24
Lee	17	33	19	535	49,729	7,850	526,142	2,089 35	2,040 54	24
Remsen	10	12	11	242	22,395	3,150	469,197	1,184 05	1,030 97	30
Steuben	13	15	13	226	18,747	2,850	418,092	1,226 30	977 09	10
Trenton	14	12	19	629	74,966	19,550	1,000,411	2,485 83	3,363 60	21
Western	20	39	21	447	38,216	6,255	734,368	2,044 92	1,856 44	24
Total	130	190	151	3,926	389,090	\$64,305	\$5,125,247	\$17,290 04	\$17,610 51	235

SCHOOLS AND TEACHERS.

The condition of the schools of this district is slowly and steadily improving. Teachers are more anxious for the best methods of teaching, and are studying and working to be better fitted for teaching. The only thing that is keeping the schools back at present is the disposition on the part of the trustees in the country districts to hire as cheaply as they possibly can without regard to experience or general fitness. If trustees were not so anxious to hire cheap teachers, but were more anxious to have a good school, it would be much better for the schools in general. I have known of instances where good teachers have been refused and young girls of no experience hired, to save a dollar and some times less a week. As long as this state of things exists, the schools will not improve as much as we would like to see them. There are constantly new teachers passing the examinations, and we can not expect them to do as well as those who have had experience. A large percentage of these do not expect to follow teaching as a business, but wish only to teach a term or two until they can find something that suits them better. Teachers of this class are never a success, as they do not have interest enough in the business to make good teachers.

UNIFORM EXAMINATIONS.

The uniform system of examinations is undoubtedly a success. There is considerable fault found with it by those who have passed twice for a third-grade certificate and then have failed to pass for a second-grade. They think they are able to do better work than when

they taught the first term, and think it unjust to be obliged to stop teaching when they are able to pass as well or better than when they had their first certificate.

I think there is too much difference in the educational qualification required between a second and third-grade certificate. If the standard for a third grade were higher there would not be so many failures for a second grade.

As I said in my last year's report, there are not examinations enough before the beginning of the fall and summer terms for a large district like this. Nearly all of the schools are in session before the first of October, and we have only two examinations prior to that time. There should be at least four to accommodate the teachers of this district.

GENERAL.

Arbor Day was quite generally observed in this district this year and 235 trees were planted. The children take great interest in the exercises and I think much good will be accomplished. There were several districts that did not observe the day because they had no land on which to plant trees. I think it would be a good thing to have a law passed requiring every district to have at least one-fourth acre of land in the school grounds.

There has been some improvement in the school buildings during the past year. District No. 11, Remsen, has built a new school-house, and several others have been thoroughly repaired. I have been obliged to give an order for the repairs in most cases as there is a majority in most country districts who have no children to send to school, and who will not vote for any improvements.

The people of the country districts are much pleased with the change in the district quota, as it will give them about twenty-five dollars more than they had under the old apportionment; that is quite an item in districts where the valuation is only from five to fifteen thousand dollars.

TABERG, N. Y.

ONONDAGA COUNTY — FIRST DISTRICT.

D. D. N. MARVIN, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Camillus.....	10	16	13	557	58,102	\$11,225	\$2,304,227	\$1,723 12	\$2,931 38	14
Clay.....	17	27	18	532	50,060	10,935	1,888,644	2,190 85	2,772 02	37
Elbridge....	14	23	22	828	95,069	17,810	2,801,203	2,948 10	3,990 50	35
Lysander.....	21	37	36	1,403	168,133	43,350	2,253,668	5,192 86	9,734 52	79
Salina.....	8	13	13	644	86,551	14,040	1,299,398	1,936 28	4,504 36	17
Van Buren.....	15	26	16	495	49,091	11,220	1,928,006	1,901 60	4,861 61	19
Total.....	85	142	118	4,456	507,006	\$108,580	\$12,475,146	\$15,892 81	\$28,794 39	201

IN GENERAL.

The above statistics show, to our great satisfaction, that an advance has been made in this district since my last report. By comparing this with last year, we find that \$3,619.80 more has been raised by tax for all purposes, and \$1,294.12 more has been paid for teachers' wages than last year. A still further comparison shows that \$2,879.52 more was expended for sites, repairs and furniture, and over \$300 for incidental expenses. Again, while the number of children attending school has been slightly less, the number of days' attendance during the year has been 22,208 greater.

The school-houses of the district are generally in good repair, while a few districts have improved them to quite an extent. No. 14, Van Buren, has expended about \$2,000 in modernizing and enlarging their school-rooms, while at No. 4, Elbridge, in Jordan village, a modern and very commodious building is nearly completed at an expense of upwards of \$18,000. In all the buildings receiving extended repairs, the subject of ventilation has been given its due attention. Such appliances being used in old buildings as could best be arranged, while the new Jordan Academy has the unequaled and complete "Smead" system.

The uniform examination system is still admired by our teachers, not even having heard a murmur against it from any source, but I believe that answer papers should be marked by some central authority to make them truly uniform.

Arbor Day was observed by nearly all our districts in a very creditable manner; teachers and pupils are beginning to anticipate it long in advance, and much enjoyment and interest is the result. Two hundred one trees were planted this year, much to the relief of barren school grounds.

We would urge that the compulsory attendance act be enforced, and free text-books be furnished, believing both to be necessary for the more complete working of our educational system.

The library money should be made compulsory with regard to its use as such, or added to the general fund. Also, some stated size should be required for school-house sites, as the only play-ground connected with many of them is the public highway.

As this year closes my term as school commissioner, I wish to express my thanks to the Department for uniform courtesy, and to the teachers of the district for their coöperation and kindness.

BALDWINVILLE, N. Y.

ONONDAGA COUNTY — SECOND DISTRICT.

E. B. KNAPP, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Geddes.....	3	7	8	385	28,340	\$1,100	\$363,422	\$744 64	\$3,448 06	22
Marcellus.....	13	30	18	786	68,653	2,855	1,528,068	2,373 30	3,743 98	35
Onondaga	26	36	33	1,404	110,246	7,555	2,733,821	3,913 04	5,906 21	44
Otisco	12	21	12	403	33,030	640	666,000	1,449 60	1,194 84	56
Skaneateles	16	33	27	1,297	117,732	3,535	2,924,308	4,126 87	6,467 67	22
Spafford	9	15	9	325	23,440	505	645,650	1,034 36	978 64	27
Tully.....	7	12	10	366	35,824	1,315	706,050	1,144 33	2,351 24	8
Total	86	154	115	4,966	417,265	\$17,505	\$9,567,319	\$14,786 14	\$24,090 64	214

GENERAL OBSERVATIONS.

When, six years ago, by the unanimous vote of the convention and by an unprecedentedly large majority of the electors of this commissioner district, I was chosen to act as their commissioner, I felt that my time and best efforts were due the schools comprising this district; and now, at the close of my second term of office, a retrospective view of the schools, school-houses and school grounds, shows that, in the main, much better qualified and better paid teachers are employed, and that, with few exceptions, our school-houses are furnished with maps, charts, globes and Webster's Unabridged Dictionaries, and the school grounds are adorned and beautified with trees and flowering shrubs. Ten new school-houses have been erected and twenty-six school-houses have been thoroughly repaired.

There is a larger number of teachers holding college, State or normal school diplomas than at any other time since I have known the schools of this district. But it is a deplorable truth that a few of our most earnest and successful teachers have been driven from the ranks because they failed to attain the standing required for a second-grade certificate, and their places have been filled by inexperienced and immature boys and girls, fresh from schools where they had been coached with special reference to examinations.

UNIFORM EXAMINATIONS.

The system of uniform examinations is now almost universally commended by all classes of teachers except the very few who are doing special work. No one doubts that he who teaches music or penmanship can do his work as well even though his examination work shows that he can not attain a standing entitling him to a third-grade certificate. It is my belief that this objection to the present and excellent plan of examination ought to be remedied.

ARBOR DAY.

Reports from about sixty-five of the eighty-six school districts show that 214 trees, embracing many genera of woods and many species of shrubs and vines, were planted.

The following table will show the vote on State flower :

VOTE ON STATE FLOWER, ARBOR DAY, 1890.

	Rose.	Pansy.	Lily.	Sweet Pea.	Geranium.	Peony.	Goldenrod.	Hyacinth.	Dandelion.	Violet.	Daisy.	Daffodil.	Dahlia.	Forget-Me-Not.	Tulip.	Hollyhock.	Sunflower.	Pink.	Verbena.	Snowball.	Primrose.	China Aster.	Total.
Onondaga.....	263	43	60	7	3	28	81	10	2	12	12	5	4	5	13	..	10	5	...	1	2	4	570
Skaneateles.....	235	93	75	11	4	...	39	4	4	1	13	..	..	...	1	..	...	...	19	8	3	2	512
Marcellus.....	92	62	65	2	..	2	3	2	4	1	31	..	..	1	3	..	...	1	13	2	1	3	288
Otisco.....	77	33	3	4	..	3	16	...	...	...	3	..	..	2	2	1	1	7	...	...	..	1	153
Spafford.....	34	26	10	...	..	11	3	...	2	...	2	..	2	3	1	1	1	...	4	1	..	3	100
Tully.....	69	63	15	...	..	10	...	...	...	3	...	2	2	2	...	...	...	...	...	1	1	1	169
Geddes.....	50	25	26	7	..	3	...	...	...	7	4	..	..	2	...	...	...	...	...	...	..	2	126
Total.....	820	345	254	31	7	57	141	16	12	24	65	7	8	15	20	2	12	13	32	13	7	16	1918

TEACHERS' INSTITUTES.

Our teachers' institute was held in the Library hall, Skaneateles, the week of October 13-17, and, although some inconvenience was experienced in securing the services of instructors, it was the general expression of the teachers that this was the most profitable, as well as the most regularly attended, institute ever held in this commissioner district.

Of the 117 teachers now employed the number registered was 116. The average daily attendance was 114 at each session, and the per cent of attendance was ninety-eight and one-half. Every school in the district was closed.

Professor I. H. Stout, our conductor, was ably and satisfactorily assisted by Dr. E. A. Sheldon, of the Oswego Normal School, Miss Bertha E. Jones, of the Cortland school, and Professor H. F. Miner, principal of the Skaneateles Academy. Miss Emma C. Blickwede, primary teacher in the academy, gave a valuable class exercise in primary reading. Her class consisted of eight or ten youngsters who had been in school only six weeks. Miss Blickwede's method elicited much discussion and favorable comment.

At the close of the last session the commissioner was called to the front, when Professor C. O. Richards, in behalf of all the teachers, presented him a beautiful French clock as a manifestation of their appreciation of his official work, and also as a reminder that he can count the hours when his successor will assume the duties of school commissioner.

All of the political parties have nominated excellently well qualified men for the office, and it is safe to predict that this commissioner district will not suffer by the change.

CONCLUSION.

In closing this my last report, I wish to thank the Department of Public Instruction for the many favors received; the people of this district for the various courtesies and words of encouragement, and the teachers for their zealous coöperation in our work of improving the condition of our public schools.

SKANEATELES, N. Y.

ONONDAGA COUNTY — THIRD DISTRICT.

H. D. NOTTINGHAM, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Cicero.....	14	26	17	564	54,934	\$10,960	\$1,629,094	\$2,095 95	\$3,592 43	90
DeWitt.....	14	25	26	920	106,310	15,080	2,531,243	3,308 30	6,768 20	20
Fabius.....	12	30	16	417	41,430	5,710	732,550	1,788 85	2,084 98	16
La Fayette.....	11	19	13	381	35,589	8,970	1,243,758	1,423 43	1,999 29	18
Manlius.....	19	50	35	1,266	138,717	45,890	3,164,029	4,635 43	10,377 46	39
Pompey.....	21	46	25	644	55,126	11,270	1,945,368	2,705 37	2,755 07	21
Total.....	91	196	132	4,192	432,106	\$97,880	\$11,246,042	\$15,957 33	\$27,577 43	204

CONDITION OF SCHOOLS.

A comparison of my abstract of trustees' reports for 1889 with that of 1890 shows a slight decrease in number of children attending school, but an increase of 15,436 in aggregate days' attendance. The increase of public money received from the State is \$896, and the amount of money raised by local tax for support of schools exceeds that of the previous year by \$3,862. The amount paid for teachers' wages is \$2,663 more than last year. A larger number of teachers have been engaged for the entire school year than formerly.

Last year forty-four districts observed "Arbor Day," and ninety-one trees were planted. This year it was observed in fifty-eight districts, and 204 trees planted.

The above facts indicate improvement in the condition of our schools, and increasing interest in their welfare. •

Several school-houses have been reseated, three thoroughly repaired and the magnificent school building at Fayetteville completed during the last year.

UNIFORM EXAMINATIONS.

My last year's experience has somewhat modified my views regarding some of the rules of the "uniform examination." I believe that a special examination should be provided for teachers in primary departments. They are now required to be examined in subjects which they do not teach, and to which they have not given special attention for a long time, and, as a result, are unable to secure a certificate of that grade which a thorough inspection of their work in the school-room clearly proves they deserve.

The rule which forbids the issuing of more than two third-grade certificates to the same person has compelled a few who have a year's experience, are good disciplinarians and have ability to teach to leave the ranks, and give place to young and inexperienced persons who, fresh from the instruction of skillful teachers who have often prepared pupils for the Regents' and other examinations, easily pass the per cent required for a third-grade certificate.

Is it for the best interests of our schools that a person who has proved to be a good teacher, and manifests a determination to succeed, should be superseded by an untried one, for the reason that she has failed to fully reach the standing required in all the subjects of the second grade? The examination now simply reveals the candidate's knowledge of subject-matter and methods. I think we should have a system that gives credits for faithful and efficient work in the school-room. I again recommend that two days be allowed for the examination for second-grade certificates.

UNIFORM TEXT-BOOKS.

In many schools classes are multiplied, time wasted and the work greatly hindered on account of a variety of text-books. In the rural districts every year brings about a change of location with many men who labor by the month, and with those who hire or work land upon shares. It very often happens that these persons must purchase new text-books every time they move, if their children are to have the same kind used by a majority of the pupils of the district. To do this causes many of them to incur an expense which their limited means forbid. Until something better can be devised, I believe it a good plan for the commissioners of each county to recommend a set of text-books to be used in the schools under their supervision. Then when parents buy new books, if they purchase those recommended by the commissioners of the county, in a few years we will have uniformity in counties without extra expense.

MISCELLANEOUS.

I have this year recommended for appointment to normal schools: At Oswego, two; at Brockport, two; at Cortland, ten; a larger number than in any previous year.

A large teachers' class has been organized at Manlius and under the instruction and skillful management of Professor Geo. E. Bullis is doing excellent work.

Comparatively few normal school graduates will teach in country schools until wages are largely increased, and it seems to me that the State should make more liberal provision for the maintenance of teachers' classes, that the places of those who are leaving the work may be filled by persons who have had practice work, and know something of the science of teaching.

Institute was held at Manlius during the first week of December, 1889, and was conducted by Professor H. R. Sanford, assisted by Dr. James M. Milne, of Oneonta, Miss Augusta L. Balch and Miss S. J. Walter, of Oswego. During the regular session more attention was given to the work of the higher grades in our union schools than ever before. Professor Sanford invited those who were teaching their first term to meet him for a half hour every morning before the regular session. Nearly all of this number responded, and were greatly benefited by his advice and instruction.

NEEDED LEGISLATION.

I am in favor of extending the term of office of trustee to three years, a compulsory law which can be enforced without difficulty, and a fixed rate of one and one-fourth mills upon the property of the State for the support of its schools.

MANLIUS, N. Y.

ONTARIO COUNTY—FIRST DISTRICT.

LEGRAND L. MORSE, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Farmington	11	24	12	403	36,538	\$8,920	\$1,581,967	\$1,460 72	\$2,182 18	58
Geneva	5	15	27	1,351	153,437	49,975	5,307,422	5,517 92	12,483 57	10
Gorham	12	25	15	511	45,111	7,275	1,880,077	1,755 29	2,344 80	34
Hopewell	12	22	12	347	30,071	7,700	1,625,099	1,382 00	1,694 18	15
Manchester.....	11	27	18	667	65,919	23,270	1,912,911	2,376 11	3,984 39	20
Phelps	16	41	32	1,413	145,868	36,325	4,181,032	4,684 51	9,830 41	37
Seneca	11	19	14	606	56,561	14,275	2,309,276	1,896 71	3,903 17	31
Total.....	78	173	130	5,298	533,505	\$147,740	\$18,797,784	\$19,073 26	\$36,422 70	215

SCHOOLS.

The condition of the schools throughout this commissioner district is, with few exceptions, steadily improving. The exceptions are generally due to a mistaken zeal for economy on the part of trustees. In a large majority of the districts, however, it is being accepted as the true policy that the best teachers are the cheapest, and I regard it as a hopeful sign that teachers are being employed for longer terms than formerly, and that a change of trustees does not necessarily mean a change of teachers. I have in mind many instances where teachers have been employed continuously for periods ranging from two to ten years.

There were reported 5,298 pupils in attendance during the school year ending July 25, 1890, with an aggregate attendance of 533,505 days, which gives an average attendance in round numbers of twenty weeks for each pupil. This average would have been largely increased, I believe, had it not been for the great amount of sickness among the pupils during the year.

DEATHS.

Mr. Byron Van Derhue, of Geneva, who was engaged in teaching in district No. 5, Manchester, died after a short illness February second. He was a very promising teacher; a young man of high moral character, and universally respected by all with whom he was associated.

On July twenty-five the community was shocked to hear of the sudden death of Professor Henry K. Clapp, of Geneva. Professor Clapp was a graduate of Hobart College, and one of the most prominent educators of Ontario county. He had been connected with the Geneva classical and union school as teacher and principal for more than twenty years. At the time of his death he held the position of superintendent of schools of the village of Geneva. His loss is widely regretted.

SCHOOL BUILDINGS.

This has been a year marked by a generous outlay for school buildings. Geneva has appropriated \$3,200 for a new High street branch building and enlarging the site.

The village of Phelps has nearly finished a large addition to their union school building, to contain two school-rooms and a large assembly-room. They have also remodeled the outside of the old building. When finished they will have a school building of which they may feel justly proud. The estimated expense will be \$7,000.

The trustees of the Clifton Springs graded school, at an expense of \$3,300, have added a roomy hall and two primary rooms to their building, an improvement that was much needed, and adding greatly to the appearance of their school property.

In addition to the amounts above named, it is shown by the trustees' annual reports that there has been expended during the past year the further sum of \$7,823.51 for buildings, repairs and furniture.

MISCELLANEOUS.

Arbor Day was observed in seventy-two districts, and 215 trees were planted. There has been some surprise expressed in the rural districts at the choice of the golden-rod for State flower, as it is quite generally regarded by them as a troublesome weed.

A very interesting and profitable institute was held in Geneva the week commencing September fifteenth, the board of education very generously closing their school and giving us the use of their building for that purpose. It was successfully conducted by Professor H. R. Sanford, ably assisted by other talent.

In conclusion I desire to express my thanks to the patrons, trustees and teachers of this district for the uniform courtesy with which I have been treated by them during my term of office as commissioner.

VICTOR, N. Y.

ONTARIO COUNTY — SECOND DISTRICT.

ALBERT C. ALDRIDGE, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Bristol	12	24	12	336	26,914	\$6,375	\$364,887	\$1,365 26	\$1,848 94	37
Canandaigua...	19	39	41	1,510	161,561	77,930	6,763,323	6,586 10	11,270 85	48
Canadice	9	18	9	186	15,936	4,440	506,270	884 02	984 29	18
East Bloomfield	11	23	14	480	43,600	13,625	1,686,902	1,789 99	3,776 02	22
Naples	14	31	21	684	71,507	28,050	927,925	2,732 14	2,970 81	47
Richmond	10	20	13	379	39,034	11,595	977,534	1,595 19	2,181 04	33
South Bristol...	12	24	12	299	26,772	7,000	416,948	1,298 80	1,425 61	35
Victor	11	22	14	580	53,728	22,650	2,002,663	1,933 14	4,680 86	27
West Bloomfield	8	16	9	329	30,088	7,460	1,157,249	1,123 39	1,775 92	23
	106	217	145	4,783	469,140	\$179,125	\$15,303,701	\$19,308 03	\$30,914 34	291

SCHOOLS.

I am pleased to report of the schools under my supervision for the year that success has been the rule, and failure the exception. Marked advance has been made in school management, also in the character and efficiency of the work done by schools of all grades.

In spite of la grippe and measles, causing many serious interruptions, the entire aggregate attendance exceeds that of last year.

This commissioner district is especially favored in having so many first-class college preparatory schools conveniently located for the accommodation of the advanced pupils from the several towns. The large number of students from these schools who successfully passed examinations during the year for college entrance, for Regents' diplomas and certificates, for Cornell scholarships, and for teachers' licenses, conclusively proves the competency of the teachers and the excellence of their work.

Great credit is due the teachers of our ninety-nine ungraded schools for their firmness and courage in discipline, thoroughness in teaching, and successful efforts in correcting the evil tendency of so many pupils to select only such studies as may suit their fancy, and to neglect others, equally important, because "dry" or distasteful. More than in any former year have all of the English branches received equal attention, and many from these schools have passed the Regents' preliminary examinations and obtained their certificates.

BUILDINGS AND PROPERTY.

The degree of interest taken by taxpayers in school matters can in no way be more accurately determined than by the condition of their school property. Several new school buildings, extensive repairs on others, the planting of trees and improvement of school grounds, all indicate that the taxpayers of this commissioner district purpose to support good schools.

A very few undesirable, though fairly comfortable, old buildings yet remain, and the close times seem to excuse delay in rebuilding, for one year at least.

Fine new buildings were completed at the beginning of the school year in No. 10, East Bloomfield, costing \$500, and in No. 4, Victor, costing \$1,200. In union school district No. 1, Canandaigua, there is in process of erection an extension to the main building comprising thirteen rooms, a splendid three-room brick building on Adelaide avenue, and an addition of one room to the front of the Saltenstalle street building, all to cost, when completed and furnished, about \$30,000.

The buildings in No. 6, East Bloomfield, and No. 10, Victor, have been thoroughly repaired, at a cost of about \$200 each, and the latter reseated.

TEACHERS' INSTITUTE.

The institute for this district was held in the court-house at Canandaigua during the week beginning September nineteenth. Dr. Samuel H. Albro, of Fredonia, conductor; Dr. James M. Milne, of Oneonta, assistant, and Miss Ella L. Richardson, of Auburn, instructor in drawing, proved a strong corps of instructors. The instruction given was of a high order, thoroughly practical, and of great value to teachers of all grades. Deep interest was manifested and close attention given throughout the entire session.

TOWNSHIP SYSTEM.

Sixty copies of the township bill were mailed to representative men in the several towns of this district, accompanied by a circular

letter, requesting the recipients to carefully consider all of its provisions, with their neighbors and fellow townsmen, and report their views. Responses were promptly received, and were, without exception, unfavorable to the passage of the bill.

NEEDED LEGISLATION.

1. The minimum age for teaching should be advanced to 18 years.
2. Provision should be made for the enlargement of certain school lots, when owners of contiguous property refuse to sell more land for school purposes.
3. A law compelling school attendance, and providing a place for all pupils whose conduct merits expulsion.
4. An amendment permitting school districts to vote a limited amount to sole trustees for actual time and expenses.

VICTOR, N. Y.

ORANGE COUNTY — FIRST DISTRICT.

DAVID A. MORRISON, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Blooming Grove	12	30	14	502	52,198	\$16,500	\$1,548,816	\$1,828 04	\$4,024 97	44
Cornwall.....	6	15	15	778	90,458	16,325	1,195,507	2,423 76	7,182 53	10
Highlands.....	4	9	9	533	60,836	10,250	596,775	1,682 71	3,479 43	...
Monroe.....	5	12	8	391	45,529	15,100	1,024,766	1,243 11	4,775 14	14
Montgomery...	11	34	23	1,220	129,626	33,865	1,973,325	3,131 55	7,221 35	27
Newburgh.....	9	27	14	727	62,191	10,675	2,064,670	1,920 86	4,370 15	8
New Windsor...	8	21	9	377	38,412	14,200	1,263,365	1,257 21	2,795 89	13
Tuxedo.....	6	13	6	252	26,034	830	857,999	595 56	2,001 38	11
Woodbury.....	4	9	8	300	33,979	9,950	541,174	1,018 23	2,103 85	7
Total.....	65	170	106	5,080	539,263	\$127,695	\$11,066,397	\$15,101 03	\$37,954 69	134

PROGRESS.

The difference between the forgoing totals and the corresponding totals for the preceding year is shown in the following table:

	1890.	1889.	Increase.
Number of teachers employed.....	106	104	2
Number of children attending school.....	5,080	4,862	218
Aggregate days' attendance.....	539,263	497,566	41,697
Value of school-houses and sites.....	\$127,695 00	\$117,805 00	\$9,890 00
Assessed valuation of property.....	11,066,397 00	10,778,390 00	288,007 00
Amount raised by local tax.....	37,954 69	34,063 33	3,891 36

IN GENERAL.

During the past year the average time the schools were in session was 38.5 weeks. The average number of children residing in each

district was 112. The average number attending school for each teacher was forty-eight. The average daily attendance per teacher was twenty-seven. The average value of school-houses and sites was about \$1,825. The average assessed valuation per district was \$160,382. The average rate of local tax for all school purposes was \$0.00343. The amount of local tax for teachers wages averaged about five dollars and twenty-five cents for each pupil attending school. The average weekly wages paid to male teachers was about fourteen dollars, females about seven dollars and seventy-five cents.

SCHOOL BUILDINGS AND SITES.

Nearly all the school-houses in this district are comfortable and suitably furnished. Many of them are excellent buildings, in every way creditable to the districts in which they stand. Two new school-houses have been built during the year; one in district No. 8, Newburgh, the other in district No. 13, Montgomery. The former is a commodious and convenient structure, the latter in its general appearance, arrangement and system of heating and ventilation, is the best school building in this commissioner district. Two houses have been thoroughly repaired, and three have been reseated.

Sites are generally dry and healthy. Some of them are too small, and many have been neglected. The observance of Arbor Day is doing much to improve and beautify them. In some cases the liberality and public spirit of individuals have made school grounds attractive. Since my last report one site has been changed and two enlarged.

TEACHERS.

It is very gratifying to report that the teachers in this district generally perform their duties intelligently and faithfully, and continue to evince a commendable desire to make themselves still better qualified for their work. With scarcely an exception they all read educational journals, attend institutes and educational meetings, and endeavor in other ways to improve themselves. Realizing the advantages of professional training, in no former year have so many of them left their school-rooms to become pupils in the normal schools of the State.

One hundred and twenty-three teachers were employed at different times during the past year. Of these twenty-seven are males and ninety-six are females. Ten were licensed by State superintendents, fourteen are graduates of normal schools and ninety-nine were licensed by the commissioner.

The uniform system continues to produce good results, though not uniformly so. In several weak districts trustees have had much trouble to procure teachers. This difficulty might be obviated by permitting more than two third-grade certificates to be issued to the same person in cases where public convenience requires it.

UNION FREE SCHOOLS.

During the year a union free school has been established in school district No. 5, Blooming Grove, making the fifth in this commissioner district. These schools are all under the able management of excellent teachers, sustained by efficient boards of education.

The academical department of the Montgomery Union School continues to rank high among the educational institutions of the State

The organization of this academy, in 1790, was fittingly commemorated with appropriate centennial exercises on the twenty-eighth of August last. Hon. Charles R. Skinner, Deputy State Superintendent, represented the Department of Public Instruction, and delivered an excellent address.

A SUGGESTION.

In my last report three suggestions were made, two of which have since been embodied in legislative enactments. The third is again respectfully submitted, viz., that the distinction between resident and non-resident children be removed, and that the apportionment of public moneys made by commissioners be based upon the aggregate number of days' attendance of all children attending school.

MONTGOMERY, N. Y.

ORANGE COUNTY — SECOND DISTRICT.

IRA L. CASE, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Chester	4	5	10	418	50,234	\$8,250	\$982,694	\$1,410 01	\$3,360 99	5
Crawford	9	9	11	381	36,104	6,175	800,011	1,330 85	2,090 50	21
Deerpark	10	13	52	2,556	347,207	92,015	2,023,795	10,609 20	28,985 49	26
Greenville	7	7	7	203	19,957	2,660	394,574	783 79	1,478 85	10
Goshen	9	9	18	916	90,227	16,055	2,488,125	2,330 29	7,382 56	3
Hamptenburgh	6	7	6	211	17,772	4,475	842,662	698 95	1,219 25	7
Mount Hope ...	6	8	7	340	37,593	7,510	649,108	1,023 33	1,948 65	22
Minisink	8	9	10	347	36,114	4,805	659,822	1,198 71	2,652 15	14
Wallkill	17	20	17	568	47,229	9,925	1,314,768	1,990 23	2,989 43	24
Wawayanda ...	10	11	9	325	33,796	6,075	729,404	1,172 94	1,782 80	29
Warwick	23	20	31	1,222	128,473	26,650	3,069,950	3,865 45	8,861 75	58
City of Middle-town	1	1	35	1,951	223,453	78,500	2,651,165	6,435 34	16,480 00	5
Total	110	119	213	9,438	1,068,159	\$263,095	\$16,606,078	\$32,849 09	\$79,232 42	224

CONDITION OF SCHOOLS.

Upon looking back to note what has been accomplished during the past six years toward the betterment of the schools of this district, one finds very much to encourage him to renewed and more earnest efforts. There has during that period been a steady advance in interest on the part of school officers and patrons, and a corresponding advance on the part of teachers. While there is still very much to be done, yet the advance made is extremely gratifying, and the more so because there is no disposition to allow the advancement already made to stop where it now is. Teachers have learned that it pays to render the best service in their power, and trustees are learning that it is economy to engage and retain good teachers.

SCHOOL-ROOMS.

It is also pleasing to note the improvements that have been made in school-rooms. Many rooms have been materially improved, the blackboards enlarged, walls painted and freshened in appearance, maps and charts added. During the past year several rooms have been refurnished with modern seats and desks to take the places of the uncomfortable board seats and desks that are so intimately associated with the recollections of our early school days. The average school-room shows plainly that the trustee now visits it oftener than upon the night of the annual meeting, and that efforts are being made to make it comfortable and in many instances attractive.

BUILDINGS AND SITES.

There has been but one new school-house completed in this district during the year. Another building, formerly used for other purposes, has been remodeled and fitted for school use, and is now a very complete school-house. The new building takes the place of one no longer used for school purposes. The remodeled one adds another to the number of school-houses in this district. It has been my policy to discourage the use of the public highway as a play-ground for pupils, and to encourage the procurement of additional land where needed, and as a result several school lots have been enlarged and otherwise improved during the year. It seems to me that a reasonable amount of time and money spent in making improvements about the school premises is well invested. It is fortunate if the child early in life acquires a fondness for neatness, cleanliness and order, and a dislike for their opposites, and well-kept school buildings and surroundings will aid much in this direction.

TEACHERS' INSTITUTE.

The institute held in Middletown, April 14-18, 1890, was very successful. Every school in this district was closed, and the teachers, to the number of 184, in attendance. The regularity of attendance was very creditable to the teachers and speaks well for the interest taken in the exercises, the per cent attendance being ninety-nine and nine-tenths. The institute was in charge of Professor C. T. Barnes, conductor, who was assisted by Miss Ella L. Richardson, instructor in drawing; W. J. Milne, president of the State Normal College, Albany; Frank S. Capen, principal of the New Paltz Normal School, and Superintendent John M. Dolph and Principals Joseph T. Tracy and Stephen A. Snow of this district. The institute was a success in every respect. The instruction in drawing was specially profitable to the teachers.

MISCELLANEOUS.

The system of uniform examinations is giving very general satisfaction in this district. Teachers now find encouragement in preparing themselves for their work, knowing that they will not be brought in competition with those whose only recommendation to a position as teacher is that they are willing to accept small wages. There can be no doubt but the uniform examinations are benefiting our schools.

Arbor Day was observed in eighty-nine schools in this district and 224 trees were planted. In most of these schools very interesting and appropriate exercises were held, and in addition to the trees

many plants and vines were planted. Teachers having given the subject more thought, and aided by the excellent suggestions found in the "Arbor Day Manual," were able to arrange an interesting program for the day.

During the year a number of flags have been raised over school buildings in this commissioner district, and it is now no infrequent thing to see the stars and stripes floating over school-houses. It has been my privilege to be present at the exercises attending the flag-raising in several school districts, and while I have witnessed the enthusiasm during the recital of patriotic selections and the singing of national songs, and have seen the sparkle of the eye during the narration of thrilling historical incidents, it has seemed to me that we may confidently rely upon the men and women of the beginning of the twentieth century to honor and defend the flag that to-day floats over so many school-buildings. Our public schools are doing an important work in teaching the fundamental principles of true citizenship.

MIDDLETOWN, N. Y.

ORLEANS COUNTY.

CHARLES W. SMITH, *School Commissioner.*

[Written report not received in time to appear in its proper place. If received, it will be published at the close of this exhibit, under "Delayed Written Reports."]

OSWEGO COUNTY — FIRST DISTRICT.

WILLIAM A. BALDWIN, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Granby	19	45	26	1,098	116,155	\$19,170	\$1,610,626	\$3,958 76	\$4,687 16	58
Hannibal	14	29	19	626	59,679	13,590	518,830	2,629 69	2,305 16	58
New Haven.....	12	29	13	374	38,044	6,030	629,884	1,575 33	1,587 54	30
Oswego	14	29	15	616	50,395	8,950	861,722	2,052 33	2,253 99	38
Scriba.....	18	39	18	495	47,944	11,455	869,585	2,198 29	2,000 73	23
Volney	16	36	35	1,600	182,846	63,745	2,475,874	5,372 17	9,951 63	29
Total.....	93	207	126	4,809	495,063	\$122,940	\$6,966,521	\$17,786 57	\$22,786 21	236

SCHOOL BUILDINGS AND GROUNDS.

Of not one school-house in this commissioner district can it now be truthfully said "it looks worse than an old barn." Nearly all are neatly painted some bright lovely color, within and without, and

have trees planted about the yard. With such inspiration the careful teacher has little trouble in leading the pupils to form habits of neatness and care which will be worth as much to them as will their arithmetic. There are still three or four school-houses which need to be thoroughly repaired or entirely replaced, and several school yards should, in my opinion, be enlarged. Our only lady trustee has already set a worthy example by having the school yard neatly graded and by continuing the same teacher for another year because of faithful work during the past.

VENTILATION OF SCHOOL BUILDINGS.

Oswego town, which for its interest in rural schools, is our banner town, is erecting its second new school-house. This is a building of two rooms, with all the modern appliances for lighting, heating, ventilating, seating and blackboard space, and will cost about \$2,000. These two new buildings, with one in Fulton, are the only ones in this district that are properly heated and ventilated. Must we wait thirty, forty or fifty years for the present school-houses to decay before we can have fresh air in our school rooms? I believe it would cost but a few dollars to put a fresh air pipe and a foul air shaft into each school-house. But very few people appreciate the need of properly ventilated school-rooms. They say, "Nellie studies too hard and that makes her head ache," and "Johnie runs out of doors and that makes him catch cold." A majority of the teachers also lack intelligence on this subject, and it seems to me that its great importance demands more frequent and more earnest presentation at teachers' institutes and before teachers' classes. And why should not the school commissioner have authority to insist on proper ventilation for existing buildings as well as for those about to be erected?

IMPROVEMENT OF TEACHING FORCE.

A large number of people in every school district have little interest in the school save to keep the taxes down. This lack of interest may be due to the small size of the school, to the small size of the pupils attending, or possibly to the fact that they have no children in school themselves. Be this as it may, the indifference does exist and that to an alarming degree. Because of the indifference of these, we, who are not indifferent, we, who believe that "the schools are the hope of America," and that rural schools are in many ways the most important of all, must be thoughtful, earnest and active in planning and working for the continued growth of these schools. And how can we better improve the schools than by improving the teachers? During the past three years the means provided by the State, viz., uniform examinations, teachers' classes, normal schools and institutes have been growing more and more efficient. Within our own border frequent town associations have been very helpful, and the free summer school last year and this have been a means of professional awakening and development. The uniform examination system, where conscientiously administered, is doing great good, and when arrangements are made for forwarding all answer papers to an examining committee at Albany, the system will be an ideal one.

The instruction given to the teachers' class at Fulton is excellent, but I believe a large number enter the class for the sake of saving

the tuition. Not more than half of those who took the whole course last year are now teaching. It is to be hoped that it will soon be feasible to require all who take this work to devote their whole time to it and to allow none to teach who have not attained to 18 years of age and had at least six months of professional training or two years of successful experience.

Permit me to say that it seems to me a mistake to give persons whose ability to govern a school is entirely unknown, a certificate for two years. Would it not be productive of better results to grant to members of teachers' classes, special certificates, good for six months, to be renewed without examination each year for two or three years, if the holder show ability to govern and a progressive spirit?

I continue to be impressed with our need of the township system, uniform text-books and a compulsory education law.

VOLNEY, N. Y.

OSWEGO COUNTY — SECOND DISTRICT.

TRACY D. BLYE, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Amboy	7	9	7	216	16,849	\$2,310	\$165,260	\$814 10	\$589 84	....
Constantia	12	19	18	666	70,640	12,380	411,692	2,409 68	2,694 49	24
Hastings.....	15	23	20	652	64,959	15,095	922,912	2,483 29	2,474 83	35
Palermo	13	18	13	345	33,370	5,560	507,815	1,429 81	1,181 09	47
Parish	13	15	16	484	46,013	10,480	355,002	1,855 43	1,958 46	62
Schroepfel	16	18	27	806	90,812	23,830	1,359,204	3,416 97	4,033 99	32
West Monroe....	8	13	8	260	22,989	4,200	218,085	929 34	642 49	17
Total	84	115	109	3,429	345,632	\$73,845	\$3,939,970	\$13,338 62	\$13,575 19	217

CONDITION OF SCHOOLS.

The graded schools of this district are constantly improving, and the teachers in charge are, without exception, live, earnest and capable. In fact, our boards of education will have no other, for the patrons demand good schools. I believe the common schools are improving. The instruction and example of our leading teachers are having a wonderful effect, and shows how important is the work of a school principal in every section. The teachers are doing honest and good work, and the boys and girls are learning to read and write as they have never done before. The school trustees are, as a rule, in earnest, and are always asking for a good teacher. Nearly all are willing to pay for good services. I have been treated very kindly by them and they always seem ready to coöperate with me for the good of the schools. I have made 115 inspections of schools, and forty other official visits during the year.

SCHOOL-HOUSES AND GROUNDS.

During the school year five school-houses have been thoroughly repaired, and the union school building at Parish, N. Y., has received an addition costing \$2,000. All the out-buildings are more decent than formerly, and show an action enforced by the sentiments of the people. Many of the partitions and screens were constructed hastily and carelessly. A few school grounds were graded and otherwise improved, and I hope that ere long patrons of school districts will all be induced to beautify their school grounds.

Arbor Day was observed by a large number of schools, but trees were planted by few. There were 217 trees planted. Many were not planted with sufficient care and a short time will reveal wasted efforts.

UNIFORM EXAMINATION SYSTEM.

I have still to continue in praise of the above system of examination. It is arranged with such care and with so much fairness that the teachers are well pleased. However, all candidates are preparing to "pass" these examinations, and as with the Regents' questions so with them. Teachers of the leading schools will prepare their pupils especially for these examinations. "Make them rigid?" May I ask: How will they be made rigid? Will it be by "catch questions," increased number of conditions in a problem illustrative of a principle, infinitesimal fractions, or how? It seems to me that the teachers should have the same privileges given to other professionals. In short, I believe that teachers should be required, first, to be able to outline, write explanations of and illustrate such work as should be given in a school of a particular grade. The work to be required of the teacher at such examination to be outlined as in the syllabus prepared by the Department and be definitely confined to the topics to be given at examinations. I mean that special work should be announced in advance, that the teachers might make special preparation for an examination which would require them to outline, explain and illustrate a principle in a simple manner. If a teacher can outline, explain and illustrate the topics of required subjects, other things considered, he can and will teach successfully. Second. A teacher should be required to have a selection of books from a limited list—these to be his implements of labor—and should be required to certify that he has read certain works. To enter the profession of teaching we should be required to read something. Too many of our teachers read absolutely nothing. Third. A teacher should have a certain amount of practical work in teaching before being permitted to take charge of a school. This practical work could be given before the commissioner at appointed times in the principal schools of a commissioner district. The commissioner could well afford, for the benefit of the common schools, to devote the time required to inspect such practice work.

TEACHERS' TRAINING CLASSES.

The teachers training classes in general have received much attention by the schools conducting them. However, when the State assumes paternal care, I am led to believe real injury is inflicted. Pupils are urged to enter that a stated number may be obtained, and that the school may receive a benefit in dollars and cents. This, I

believe, is wrong. The principal's better judgment would compel him to refuse, not receive, many applicants. In this way many are led to teach who have no desire to do so. I would like to see each school, which has capable instructors and proper facilities, have a class of candidates for teachers. This would make it convenient to many desirable candidates who will not apply when the class is not conveniently near. An outline of work in accordance with normal school work could be followed in instructing these candidates. The candidates should pay for instruction. We are apt to have too much paternalism.

INSTITUTE.

Our institute held at Constantia, September 22 to 26, inclusive, was pronounced by all to be a success. Professor Sanford was appreciated in his earnest work, and Professor Downing was acknowledged a wise choice. Miss Richardson gave excellent work in drawing. Many schools not being in session, the attendance was not as large as usual.

CENTRAL SQUARE, N. Y.

OSWEGO COUNTY — THIRD DISTRICT.

IDA L. GRIFFIN, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Albion.....	15	35	17	671	49,958	\$7,700	\$494,086	\$2,045 04	\$1,919 93	39
Boylston	9	13	9	327	19,666	3,700	157,464	925 41	1,777 71	48
Mexico	19	46	23	767	72,208	11,775	2,016,038	2,784 39	3,157 73	51
Orwell.....	11	18	12	402	31,623	6,375	376,190	1,385 14	1,142 54	37
Redfield.....	12	20	13	295	21,032	5,550	242,822	1,266 94	1,551 73	48
Richland	22	47	28	987	82,588	15,250	1,222,957	3,433 77	3,762 92	102
Sandy Creek.....	14	25	21	671	76,006	19,800	911,060	2,556 64	3,929 41	82
Williamstown	10	19	11	392	33,916	8,425	374,414	1,357 71	2,195 89	5
Total	112	223	134	4,492	386,997	\$77,575	\$5,795,031	\$15,755 04	\$19,437 86	415

CONDITION OF SCHOOLS.

Since making my written report to the Department one year ago, I have made 223 official visits. The most of these have necessarily been brief, in order that none of the 112 schools, with their 134 teachers, might be neglected. These inspections have shown that in nearly all of the schools the discipline is good, that the teachers are earnestly striving to secure improved methods of teaching, and that pupils are showing enthusiastic interest in the work of their grades.

The work of grading the schools of the district, begun nearly two years ago, has grown in favor. Parents and pupils are anxious that the full work of each grade be covered. Thus the children from the remotest districts may receive as broad and evenly balanced an education as those in the village schools.

SUMMER SCHOOL.

In order that teachers might have an opportunity to better understand teaching some of the subjects required by the grading system, and by the uniform examination system, it was decided to hold a summer school for teachers, opening July twenty-eighth and continuing two weeks, at Pulaski. One hundred twenty teachers, 100 of whom had taught from one to sixty terms, were registered, and the average daily attendance for the whole time was 115.

Twenty periods of forty-five minutes each were most profitably spent by receiving instructions in drawing from Miss Elizabeth Salmon, critic teacher in the Oswego Normal School. Ten periods were most acceptably filled by Miss Edith Dudley, of Ohio, in teaching physiology. Professor Richards, principal of Oswego High School, gave excellent work in mathematical geography. Professor Gorman, of Pulaski Academy, gave instructive work in minerals and in the manipulation of glass in making apparatus to be used in teaching elementary science. Professor L. C. Wilbur, of Cortland, gave helpful work in school economy, and Commissioner W. A. Baldwin in the elements of psychology. Commissioner Keating, of Madison county, gave an interesting talk on the teacher's influence in school. Class exercises were given to show the method of teaching number by Miss Mamie Seeley, of teaching oral fractions by Miss Mary E. Fitzgerald, and grammar by Mrs. K. E. Sullivan. These lessons were especially helpful, as the teachers were required to deduce the plan of work from each, with a reason for each step. The necessary materials were provided for making charts and cards to be used in the number and fraction work, and instructions in making given.

On the afternoon of the last day of the summer school, graduating exercises, the first of the kind in the State, for the twenty-two students who passed the eighth, or highest, grade of the commissioners' examination, were held on the academy campus. The people from every school district were invited to be present, and a goodly number came. Commissioner Lusk, of Binghamton, gave an address on Patriotism in Public Schools, and Commissioner Krapp, of Tompkins county, was listened to with interest as he told of the progress of the grading of schools through the State. Eighteen graduates were present to receive their well-earned diplomas, which showed that each had passed a creditable examination in all of the common English branches, and in physiology, United States history, civil government, drawing, and in the elements of natural science.

MISCELLANEOUS.

One teachers' institute and two district associations have been held this year. It is evident by the results following these gatherings, and that of the summer school, that they are the great factors in the educational advancement of our schools.

In the past three years I have held twenty-nine teachers' examinations, and have granted twenty-three first-grade certificates, 206 second-grade, and 243 third-grade certificates.

I have driven over 2,500 miles, and made 655 official visits.

I have formed one new school district, thereby changing the boundaries of four other districts, and bringing the opportunity of

obtaining an education within the reach of twenty-four children who had been from two to three miles from school.

Ten new school-houses have been built, five of which replaced those condemned by the school commissioner. Twenty-three school-houses have been thoroughly repaired, three of these being repaired by my order. Many of the school-rooms have patent seats.

Arbor Day has been observed in nearly all of the districts during the past two years. Many school yards have been graded and 943 trees have been planted.

I feel that whatever of success has attended my work of the past three years, in a great measure has been due to the willing and earnest coöperation of trustees, patrons and teachers of my district, and to them I would express my appreciation of and gratitude for their kindness; and I would also thank the members of the Department of Public Instruction for the many courtesies I have received from them.

MEXICO, N. Y.

OTSEGO COUNTY — FIRST DISTRICT.

THEODORE L. GROUT, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Cherry Valley.	11	24	14	381	188,837	\$8,240	\$1,039,661	\$1,549 08	\$3,323 49	18
Decatur.....	6	11	8	144	61,243	1,745	179,525	645 53	705 52	20
Exeter	8	16	10	291	181,472	4,900	642,125	1,089 13	1,387 17	25
Maryland	14	25	22	571	291,715	17,030	478,680	2,542 63	2,951 51	31
Middlefield ...	19	36	20	498	257,042	9,880	904,775	2,162 72	2,958 73	49
Otsego	18	37	30	972	606,572	53,262	1,440,268	3,892 21	4,793 35	18
Plainfield	8	21	11	230	129,263	5,568	437,000	1,071 52	830 83	20
Richfield	8	18	18	571	362,121	28,180	1,505,980	2,293 74	7,062 10	38
Roseboom	11	21	12	237	114,479	6,265	394,287	1,181 31	1,544 68	20
Springfield ...	12	24	13	372	193,808	6,930	866,893	1,482 21	4,013 34	14
Westford.....	11	21	11	221	108,982	3,768	382,737	1,116 51	1,923 67	35
Worcester	15	30	21	637	366,054	9,990	13,484,336	2,488 05	3,196 39	47
Total.....	141	284	188	5,125	2,861,590	\$155,758	\$21,760,264	\$21,514 64	\$34,690 78	335

UNIFORM EXAMINATIONS.

I being almost the last commissioner to take up the uniform system, am now convinced that it is the right thing in the right place, at the right time, coming none too soon. Candidates for certificates are convinced that some preparation is necessary before entering the class; therefore many, after viewing the questions and reading the regulations, quickly decide to leave the field to the more courageous and better informed. Professional teachers have no time now to do housework, dressmaking, farm work, or any other work, excepting the work of the teacher. This is enough for them to do, and the pay

should be in accordance with the work. It is highly important that teachers should read, study, think and practice, in order that there be no retrograding in the educational movements. Let the motto be "Onward."

BUILDINGS.

The law relating to out-buildings has renovated the entire district, and all have complied with the demands of the law. Feeling proud of the improvements made, I hope the good work may continue.

I can not report this year as great a number of school buildings being repaired or newly built as I did last. District No. 3, Maryland, has newly papered and painted the school-room, at an expense of twenty-five dollars; district No. 2, Springfield, has a fine new building completed, also a full acre of land for the site which is well fenced, cost, \$2,000.

I was in hopes to report more new buildings this year, but the hard times in this hop-growing district prevented any marked improvements in this line, excepting as above stated.

MISCELLANEOUS.

I find by the answer papers from teachers, that industrial drawing has been too long a stranger to the profession, also that the teachers have deferred too long the matter of looking up this subject.

I believe it is justly due the profession that vocal music should also be introduced into every school. It has been too long neglected. Industrial drawing is good, but vocal music is equally so, and the schools are calling for it.

Teachers are reading educational journals and are trying to advance in their line of duty. The greater part of the teachers desire larger schools. Our small schools in the rural districts are becoming smaller, while the union free schools are growing larger. There are six union free schools in the first district and all are increasing in attendance in a marked degree. More teachers must be employed.

Many rural districts hardly know whether to have the district annulled or not. The increase in teacher's quota will be received with joy by these small districts.

I note with pleasure the advancement in school work and the high standing the teachers have attained during the past nine years.

EAST SPRINGFIELD, N. Y.

OTSEGO COUNTY—SECOND DISTRICT.

ELIHU R. GREGORY, *School Commissioner.*

TOWNS 'IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Burlington	13	27	14	345	26,747	\$4,475	\$850,005	\$1,463 82	\$1,493 88	23
Butternuts	15	30	15	369	31,528	6,665	808,925	1,501 64	1,518 40	24
Edmeston	13	26	15	367	33,524	5,340	872,600	1,613 22	2,054 19	32
Hartwick	16	32	17	417	42,640	7,835	957,050	1,976 38	1,487 41	36
Laurens	12	25	14	355	30,483	6,450	636,325	1,514 52	1,305 81	25
Milford	14	29	16	407	37,627	11,475	656,179	1,924 09	2,293 54	21
Morris	10	20	14	570	56,003	5,130	651,750	1,768 89	1,528 96	36
New Lisbon	15	30	16	346	33,474	4,645	622,970	1,654 42	1,549 93	34
Oneonta	14	28	36	1,438	156,288	41,690	1,797,712	6,729 86	12,802 22	48
Otego	17	34	19	392	38,463	7,210	611,326	1,933 08	2,168 88	18
Pittsfield	10	20	10	264	22,355	3,845	304,081	1,092 17	1,083 71	19
Unadilla	14	28	15	441	35,839	10,445	491,767	1,700 94	1,807 08	12
COMES Total	163	329	201	5,711	544,971	\$115,205	\$9,260,681	\$24,873 03	\$31,094 01	328

GENERAL CONDITION OF SCHOOLS.

During the past year I have made 329 official visits.

Many school-houses have been repaired and the spirit of improvement continues to prevail to quite an extent. Many old desks are being replaced with modern ones, which is much to the credit of trustees. There has been no time within the past three years when trustees and patrons have worked more faithfully for the advancement of the cause of education than they have the past year.

There continues to be a great call for experienced male teachers. Trustees see that they must have better schools in the rural districts, or the children will all flock to the village schools.

GENERAL.

The only complaint we hear in regard to the uniform examinations is that the Department allows so few examinations, thereby causing teachers so much travel and expense.

Nearly seven-eighths of the schools observed Arbor Day, and the trustees' reports show that 328 trees were planted.

Is it not a fact that some action should be taken in regard to district libraries? Could the money apportioned to the schools of each town be used to support one library in each town, I am confident that great benefits would result from the change.

The Oneonta Normal School is far surpassing the most sanguine expectations of all.

The present system of instructing training classes in our union schools and academies can not help but make better district school teachers.

Our institute was held at Oneonta, December sixteenth to twentieth. Professor H. R. Sanford was conductor, and it was thought by all to be a very instructive institute.

Our associations are prospering finely. They are well attended, and much good is derived from them.

EDMESTON, N. Y.

PUTNAM COUNTY.

JAMES E. TOWNER, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Southeast.....	10	13	16	716	68,385	\$16,050	\$1,953,103	\$2,456 46	\$6,410 99	13
Carmel.....	9	19	13	555	49,341	17,871	2,083,543	1,932 82	4,971 14	15
Patterson.....	10	20	10	308	25,766	6,400	1,060,722	1,361 03	2,239 11	10
Philipstown.....	11	13	20	714	84,593	43,425	1,891,346	3,190 21	5,920 55	31
Putnam Valley...	7	5	7	227	13,412	2,000	312,555	906 53	1,106 33	16
Kent.....	6	8	8	215	16,381	3,160	495,658	898 70	1,248 46	11
Total.....	53	78	74	2,733	257,878	\$88,906	\$7,796,927	\$10,745 75	\$21,896 58	96

GENERAL.

The condition of the schools in this county shows an improvement in some respects. There is a desire on the part of the trustees and inhabitants of the districts to improve their buildings and school grounds; several buildings have been repaired, painted and new seats replace the old, uncomfortable ones. At Cold Spring two districts have been consolidated, and a union free school is established, with one of the best school buildings in the State, ready for occupancy at the opening of the fall term. No expense was spared to make the building comfortable, convenient, well ventilated, and it now stands an ornament to the district and a monument to the memory of the late James H. Holdam, who so generously gave about \$25,000 toward its erection and maintenance.

A tendency for better teachers is manifested, and graduates of the normal schools are in demand more than ever before.

The working of the uniform examination system continues to be satisfactory, and I think the teachers generally have no wish to return to the old system.

Arbor Day was generally observed in this county, and ninety-six trees were planted. Trustees, parents, pupils and teachers coöperated to worthily observe the day.

The institute was held at Cold Spring in April, and was ably conducted by Henry R. Sanford, A. M., assisted by Professor Milne and Miss Mary A. Lathrop. The teachers were regular in attendance, and the instruction received has, in many cases, been put to practical

use with good results. I would suggest a uniform course of study for our district schools. This can be done easily by the State, while it is almost impossible by individual effort. The result would greatly improve our schools.

TOWNERS, N. Y.

QUEENS COUNTY — FIRST DISTRICT.

SETH S. SURDAM, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Oyster Bay.....	22	67	52	2,551	286,092	\$61,910	\$5,173,833	\$7,836 65	\$24,451 79	36
No. Hempstead,	10	26	24	1,240	139,610	38,225	3,024,096	3,828 83	12,257 36	7
Flushing.....	7	13	49	2,586	359,103	123,500	5,139,192	9,457 69	31,288 78	34
Total.....	39	106	125	6,377	784,805	\$223,635	\$13,337,121	\$21,123 17	\$67,997 93	77

TEACHERS' CLASS.

The organization and conduct of the teachers' class at Flushing was very satisfactory. Of the eleven members ten completed the course and passed the final examination creditably. Nearly all have secured positions. The wisdom of placing these classes under the control of the Department and increasing their support is apparent. We hope the time is not far distant when all these classes will be in charge of persons prepared for their training and that certificates be granted to members only.

UNIFORM EXAMINATIONS.

Uniform examinations are looked upon with more favor as they are better understood. They have reduced the surplus of licensed teachers to five. This reduction gives teachers a security of position which is very gratifying; for they can now give their whole attention to their work instead of keeping a watch out, through fear that others will get their places.

COURSE OF STUDY.

Realizing the need of some general plan of work in ungraded schools, I joined with other commissioners in adopting a uniform course of study and examinations, which are used in all but the largest five schools in this district. The plan is giving general satisfaction and has done much to awaken interest among teachers and pupils. Thirty-two pupils completed the course and received diplomas.

ARBOR DAY.

Arbor Day was observed a week before date on account of institute and because the day is rather late for this section. Seventy-seven trees were planted, making nearly two for each district. Nearly

all of the schools observed the day, and many had excellent programs. Through Colonel Townsend, president of the board of education, the Oyster Bay school was favored with an address by Hon. Townsend Cox, of the State Forestry Commission. One period at the institute was given to B. G. Northrop, LL. D., who spoke upon the importance of arboriculture. A proper observance of the day will surely be productive of good results. Several of the school grounds show increased attention in the way of shrubs and flowers as well as in the number of trees planted.

In district No. 1, North Hempstead (Westbury Station), much pains have been taken to beautify the grounds, and photographs and map have been forwarded to the Department to compete for the Wadsworth prize, offered for the best kept grounds.

SCHOOL-HOUSES.

A new school building has been erected, at Oyster Bay Cove, according to plan No. 11 of designs furnished by the Department. Arrangements are also being made for a building at Bayville, after plan No. 10. A department is to be added at Manhasset and another at Bayside. The new rooms are to be supplied with the best of furniture. Steam-heating has been introduced at Whitestone and hot water at College Point and Oyster Bay. More attention is being given to ventilation than ever before. The outbuildings have received proper attention.

MISCELLANEOUS.

My whole time has been given to the duties of my office. The schools are in a better condition than they were a year ago. Although the number of pupils in attendance is less than last year, three more teachers have been employed. The number of trained teachers is steadily increasing, and the quality of the teaching service is thereby improving. Of the thirteen beginners, five are from normal schools, four from the teachers' class, one from college, and only three from the common schools. During the past year I have recommended the appointment of seven pupils to normal schools. The teachers' association and principals' council continue to encourage educational progress. An earnest effort has been made during the past year to secure more regularity in attendance, and I am pleased to note an increase of two per cent in the average. But sixty-one per cent is not what it should be.

Common schools should have the power to purchase text-books. As soon as drawing is established, provision should be made for the introduction of music into the common school course.

OYSTER BAY, N. Y.

QUEENS COUNTY — SECOND DISTRICT.

JAMES B. CURLEY, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Hempstead	25	30	72	4,058	440,862	\$97,985	\$5,529,093	\$10,747 62	\$22,348 52	40
Jamaica	9	5	35	2,090	238,633	41,430	4,866,162	6,826 23	23,051 02	39
Newtown	12	12	35	2,608	281,405	54,300	3,348,420	6,234 94	22,138 01	12
Total	46	50	142	8,756	960,900	\$193,715	\$13,743,675	\$23,808 79	\$67,537 55	91

CONDITION OF SCHOOLS AND SCHOOL BUILDINGS.

The schools of this commissioner district are in better working condition to-day than ever before, the teachers being generally much better qualified in respect to their knowledge of the subjects required to be taught, as well as in their knowledge and practice of the best methods of successfully imparting that knowledge to the pupils under their charge. Under these circumstances the results obtained during the past year have been extremely gratifying to both parents and teachers.

The over-crowded condition of the primary department in many of the schools, and the evils resulting from this bad state of affairs, have become so grave a matter of consideration from a sanitary point of view, that the people have at last awakened to the fact that more commodious school-rooms, furnished with the necessary appliances for properly lighting, heating and ventilating, are in the end so much cheaper and better, that they have determined to apply a remedy for this evil; and as an earnest of that remedy they have in contemplation, and in process of construction, eight new school buildings in every way larger and better than the old ones, and about the same number are being remodeled and put in complete sanitary condition. It is hoped that this movement will not come to a halt until it has traversed the entire district.

UNIFORM EXAMINATIONS.

I neither wish to weary nor tire any one by repetition, but I do wish to say that much of my report for last year under this head is applicable to-day. That the State uniform system of examination has already accomplished great good is unquestionable, but it is, I hold, also unquestionable that it is capable of conferring still greater and more lasting good by paying closer attention to time and circumstances, and making a more definite and distinctive marking of the three grades. One day is not time enough for a candidate to finish what is required for the second grade, compared with the first grade, which has but very few branches more and is allowed two days. Again, the percentage either

complete or average required in the first and second grades is the same, and at times the questions have been identical. Why should not the second grade have credit for first-grade work? Four examinations during the year for second and third-grade certificates, with the two held with the first grade, making six in all, should be enough to satisfy the most exacting.

MISCELLANEOUS.

The increase in the number of children attending school, in the aggregate attendance, and also in the amount raised by tax for school purposes, are features in this year's report worthy of marked consideration. With an increase of more than 500 children in school, but four additional teachers were engaged. Hardly fair on the teachers.

There should be only two items in the State apportionment — teachers' quota and aggregate attendance.

The teachers' quota is fixed. That is good.

The annual school meeting occurs in August. Could not be worse.

Queens county has no normal school. Decidedly bad.

Arbor Day was generally observed, and our teachers' institute was eminently successful.

And now, as with this year closes my term of office as school commissioner, I can not forbear wishing my successor, whoever he may be, that kind and courteous consideration which I have uniformly received during my six years' experience as school commissioner.

HEMPSTEAD, N. Y.

RENSSELAER COUNTY — FIRST DISTRICT.

THOMAS H. BETTS, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Brunswick.....	12	20	15	651	66,615	\$15,039	\$2,655,285	\$2,049 27	\$3,979 06	28
Grafton	10	14	10	342	26,359	5,495	250,760	1,056 70	1,610 26	25
Hoosick.....	22	27	54	2,229	272,111	60,985	5,548,362	8,363 74	25,727 42	29
Lansingburgh ..	2	3	44	1,731	239,221	75,850	6,126,843	7,117 89	24,540 73	....
Petersburgh.....	11	17	12	352	28,141	5,410	493,457	1,242 54	1,372 56	24
Pittstown	17	27	22	948	91,543	16,065	2,245,140	2,972 96	4,805 38	51
Schaghticoke....	14	22	19	538	62,855	20,275	2,278,465	2,196 01	4,960 01	10
Total	88	130	176	6,791	786,845	\$199,119	\$19,598,312	\$24,999 11	\$66,995 42	167

GENERAL.

The above statement shows an increase of ten in the number of teachers since my last report; it also shows an increase of 315 in the number of children attending school, and 33,693 in the number of days' attendance. The value of the school buildings and sites is very carelessly reported by the trustees, and is not at all reliable. Last

year they reported the value \$201,259, this year \$199,119, notwithstanding the fact that one new building was erected and several repaired.

Twenty-three persons were examined during the year who had had no experience in teaching. Of this number, five failed and did not again present themselves. Nine of the twenty-three were from the teachers' training class of Lansingburgh, and were-granted second-grade certificates. The class has at present nineteen members, and under the efficient training of Professor Smith will doubtless make a valuable acquisition to our corps of teachers.

A profitable teachers' institute was held at Lansingburgh December 2-6, 1889, under the direction of Professor I. H. Stout, assisted by Professor F. S. Capen, of New Paltz, with Miss Mary A. Lathrop as instructor in drawing. The number registered was 195, with an average attendance of 189 1-10.

The law excusing districts where a superintendent is employed will probably decrease the number at the coming institute by at least forty-four.

Arbor Day was very generally observed, and since its institution the school grounds are kept in much better condition than formerly. Pittstown again takes the lead, with fifty-one trees planted.

The \$100 quota bill has already shown good results. In expectation of the increased amount of public money, trustees have in many cases secured better teachers, and longer terms of school will be held.

MISCELLANEOUS.

A retrospect of the last three years shows a steady improvement in the qualifications of teachers and better work done in the schools. Few persons present themselves until they have given time to preparation, and the teachers are reading more educational papers and books and giving more time to the study of the science of teaching.

The hard times among farmers will necessarily delay some needed improvements in the rural districts, which would be made if there were any money to do it with.

In closing my third annual report, I wish to thank the State Department for its uniform courtesy and to congratulate it upon the growth and improvement of the public school system.

CROPSEYVILLE, N. Y.

RENSSELAER COUNTY—SECOND DISTRICT.

LEWIS N. S. MILLER, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed-valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Berlin.....	10	12	11	376	31,117	\$4,815	\$412,524	\$1,238 08	\$1,612 28	13
Greenbush	2	6	21	1,090	134,839	10,500	1,692,730	3,839 30	11,145 59	1
East Greenbush.	6	12	6	223	18,019	3,250	1,098,238	729 51	1,743 48	2
North Gre'nb'sh.	9	14	17	890	100,055	22,175	2,078,855	2,763 47	6,688 97	21
Nassau.....	16	31	17	528	43,866	8,470	1,217,734	1,867 87	2,703 82	23
Poestenkill	8	11	9	328	26,730	7,025	515,030	1,034 17	1,129 20	5
Schodack	14	28	18	781	81,439	19,275	2,549,933	2,619 36	6,217 70	49
Sand Lake.....	11	22	13	483	43,897	9,135	950,521	1,406 16	2,287 78	27
Stephentown	14	27	14	417	32,407	6,380	401,401	1,464 40	1,561 01	15
Total.....	90	163	126	5,116	512,369	\$91,025	\$10,916,966	\$16,962 32	\$35,089 83	155

GENERAL.

The condition of the schools is very much improved in the past year. In a large majority very marked improvements can be seen, while in some of the small districts, with but few scholars and a very light attendance, the improvement is not as perceptible. Still I am inclined to believe that the spirit of advancement exists there, and will continue to improve as long as the patrons, trustees and school officers show a determination by their efforts to have a better and higher standard of work in educational matters.

The number of children attending school in this district is 135 less than last year, while the aggregate attendance is 19,724 days more this year than last. This fact alone bears me out in making the statement that the schools are very much improved within the past year.

UNIFORM EXAMINATIONS.

I can only repeat what I have heretofore said in relation to the uniform system of examinations, I am still confident that it is doing a good work both for the teachers themselves and for the schools. Teachers are compelled, under this system of examination, to keep pace with the times, and the schools have the advantage of the experience thus obtained. This, as much as any one thing, I think I can without hesitancy say, is helping along the improvement so noticeable in the schools.

SCHOOL-HOUSES AND OUT-BUILDINGS.

Two new school buildings have been built in this district during the year. In both cases the old buildings were condemned by the commissioner, and in both cases serious difficulties and troubles of different kinds have occurred. One building was built in district No. 6, East Greenbush, the other in district No. 11, Schodack. The building in the latter is a model one, being built from the State

plan No. 7, class 2, of Designs for School-houses accepted by the Department. It cost about \$1,300. A large majority of the district are well satisfied with the building and are proud of it.

District No. 4, East Greenbush, has enlarged its building and reseated it to meet the demands required in that large and enthusiastic district. Several others have been reseated, new and improved desks taking the place of old ones unfit for use.

All districts have their out-buildings in as good a condition as convenience will allow, and to meet the requirements of the law. Want of a proper amount of land for school grounds makes it hardly possible in some cases to erect out-houses in proper shape.

ARBOR DAY.

Arbor Day was observed in fifty-five districts, in which were planted 155 trees. Others not having any ground upon which to plant any trees, observed the day with appropriate exercises, the same as last year.

EAST SCHODACK, N. Y.

RICHMOND COUNTY.

JOHN J. KENNEY, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Castleton	5	17	47	2,377	315,089	\$156,500	\$3,525,826	\$9,868 26	\$42,486 72	6
Middletown.....	4	5	29	1,817	223,236	21,850	2,069,257	6,544 59	18,049 36	....
Northfield.....	9	14	25	1,630	197,169	27,200	1,828,436	4,947 10	12,312 54	7
Westfield	7	11	17	1,073	119,428	22,100	1,366,440	2,811 43	7,835 62	14
Southfield	4	8	12	735	69,743	27,200	1,189,057	2,314 18	4,961 24	27
Total	29	55	130	7,632	924,665	\$254,850	\$9,979,016	\$25,485 56	\$85,645 48	54

IN GENERAL.

The past year has shown considerable progress in the work of the common schools in this county. Attendance has increased, a larger number of teachers are employed and a disposition is evinced, on the part of trustees and people, to lighten the labor of teachers and secure better results by reducing the number of pupils per teacher. It has been a great misfortune that teachers should be compelled to undertake to teach classes numbering sixty and seventy pupils, and in some few instances as high as ninety pupils. Children that are subject to such conditions cannot in the nature of things make the progress that their welfare demands. So far as the power is possessed by me, I have endeavored to cure this evil, but it continues to some extent.

TOWNSHIP SYSTEM.

The greater my experience in the work of my office, the more convinced do I become of the wisdom of some change in the direction of a township system. The many evils incident to the district system, which would be removed by the township system, lead me to urge the change, and hope for its speedy adoption.

UNIFORM EXAMINATIONS.

The adoption of this method of licensing teachers will, in a very short time, if it has not already, work a most marked improvement in the character of our teachers. In this county, where so much objection existed, it is now viewed with great favor.

I would suggest that third-grade certificates be granted only where applicant earns same on one examination.

NEW BUILDINGS.

The work of construction of new school-houses continues.

At West New Brighton a new building, to cost \$60,000, is well nigh completed. It will be one of the most commodious and perfect buildings in the State. It will possess the most modern and improved methods of heating and ventilation, and will be an enduring monument to the liberality and public spirit of the people and the foresight of the trustees.

At Garretson's a new building is in course of construction which will replace the present structure, which should long since have been abandoned, and which I should have condemned if proceedings to improve had not been commenced.

At Richmond a new building has also been commenced.

At district No. 9, of Northfield, a most unfortunate state of affairs prevents the erection of an adequate school building, except by the imposition of a most onerous tax.

NEEDED LEGISLATION.

A free text-book law.

A law which will impose the duty on somebody of notifying commissioner of appointments of teachers, with the authority by which such teachers are licensed.

A law for the transmission of trustees' annual reports direct to the commissioner.

TEACHERS' INSTITUTE.

The teachers' institute held in this county in the spring was conducted by Professor Stout, assisted by Miss Lathrop. The work performed was very beneficial to the teachers and reflected great credit on the conductor and his assistant. The attendance of some of the teachers was overlooked by them. It probably will not be again. Some of them lost their pay for that week, and no doubt will hereafter see the wisdom of attendance.

At the institute a teachers' association was organized and is now in a thriving condition.

NEW BRIGHTON, N. Y.

ROCKLAND COUNTY.

GEORGE E. KNAPP, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Clarkstown.....	9	11	12	1,121	67,032	\$13,800	\$2,153,248	\$1,969 47	\$7,379 86	21
Haverstraw.....	5	17	20	2,147	140,378	26,300	1,825,884	3,435 90	11,532 47	4
Orangetown.....	9	19	34	2,975	207,386	49,500	4,242,796	5,685 97	20,834 42	8
Ramapo.....	15	18	23	1,875	131,119	19,940	1,282,386	3,702 31	9,190 34	8
Stony Point.....	8	9	16	1,551	88,426	19,200	1,120,234	2,293 14	6,099 55	6
Total.....	46	74	105	9,669	634,341	\$128,740	\$10,624,548	\$17,086 79	\$55,036 64	47

IN GENERAL.

During my term of office, a very gratifying improvement in the schools of my district has taken place, and the greater number of them are in charge of teachers of ability, alert to take advantage of every help that will enable them to do better work and bring their schools to the front rank of excellence.

While it is customary to look only to our large graded schools for live teachers and advanced methods, it is a pleasure to report that, in many of the ungraded schools, work is being done which will compare favorably with that of schools having greater educational facilities. This increased interest seems to me to be a long step in the right direction, for, formerly, with some exceptions, the impression prevailed that methods differing from the old routine must fail for want of time to profitably employ them.

The present condition has been brought about largely by thorough preparation for certificates of higher grades, greater interest in educational publications and more careful study of new methods advanced by institute conductors before adopting them in the school-room.

Our most successful teachers are those who have supplemented their educational qualifications with a large fund of general information derived from books and newspapers, thereby enabling them to stimulate their pupils to seek knowledge from the same source.

HAVERSTRAW, N. Y.

ST. LAWRENCE COUNTY — FIRST DISTRICT.

THOMPSON B. MACKEY, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
De Kalb.....	22	21	26	670	66,790	\$13,720	\$970,862	\$3,033 98	\$3,365 28	51
De Peyster.....	9	9	9	179	15,120	4,155	576,085	967 77	791 15	47
Fine.....	9	9	10	234	21,024	3,529	140,910	1,071 63	1,420 20	8
Fowler.....	14	14	15	400	30,507	5,340	530,335	1,629 74	1,610 48	37
Gouverneur.....	18	20	38	1,247	141,800	25,102	2,127,992	4,816 62	10,702 15	50
Hammond.....	13	8	15	375	38,351	9,615	599,567	1,735 70	1,816 29	35
Macomb.....	16	14	16	402	32,252	7,790	417,760	1,735 76	1,765 64	27
Morristown.....	16	7	18	458	48,605	12,310	977,089	2,221 61	1,869 89	37
Oswegatchie.....	21	20	23	506	49,384	13,250	1,477,907	2,440 03	2,618 59	45
Pitcairn.....	9	8	8	245	19,914	2,980	129,125	744 15	1,787 54	9
Rossie.....	10	10	10	370	28,564	5,815	358,753	1,148 59	969 02	38
Total.....	157	139	188	5,086	492,320	\$103,606	\$8,306,385	\$21,545 58	\$28,716 23	384

UNIFORM EXAMINATIONS.

The uniform examinations continue to exert a good influence on the teachers of this district. They have opened the eyes of a large number to the fact that they do not know quite enough to teach school. In consequence, those who intend to follow the work, are taking measures to increase their knowledge in this particular direction.

I have made twenty-two recommendations for appointment to the Normal School at Potsdam. This, of course, is in addition to the members of the training classes at Ogdensburgh and Gouverneur. These classes number about twenty each, and many of the members are holders of certificates. Seventeen of the twenty-two who are in the normal school hold certificates running from one to five years. This large number taken from the teaching force of the district, to which must be added the natural loss by marriage, has made it very difficult to supply the schools. Indeed, the demands of the trustees upon my time in this direction have seriously interfered with my other work. What assistance I could render has been cheerfully given, and I have the satisfaction of knowing that all the schools are now supplied. It is certainly a healthful sign to see the teachers thus reaching out after higher attainments, and the uniform examinations will have accomplished their purpose when every teacher shall have obtained a respectable amount of professional training for the work in which she is engaged.

INSTITUTE.

The institute held in this district in May was one of absorbing interest to all concerned. The work presented to the teachers was so entirely different from anything they had ever heard in an institute that, for very novelty's sake, they gave the closest attention. The greater part of time was taken up with the discussion of psychological phenomena, and the truths that lie at the basis of all true teaching

were made clear by Professor Albro and Dr. Stowell. The teachers were wonderfully helped and strengthened, and the opinions of many of them concerning institutes were greatly changed. In fact, in many cases, heretofore these were anything but flattering, and it must be confessed that there was reason for adverse criticism, for there could hardly be anything more tiresome than the old institute with its eternal grind of primary reading and primary number. Keep the work of the institutes fresh, give to the teachers work in the line of progress, let the advances made in the science and art of teaching be exhibited by our institute conductors; in a word keep abreast of the times, and there will be no trouble about the attendance. The great majority of our teachers are willing to advance, it is their desire to learn something more each year, and our institutes must satisfy this desire. To make the institute work more effective, I would suggest a course of study which could be regularly pursued, with a regular course of reading by the teachers, the books to be recommended by the institute faculty, and the work of the institute to be based on the reading for each year.

SCHOOL-HOUSES AND GROUNDS.

There has been a commendable activity in the direction of better accommodations for pupils and teachers. Three new school-houses have been built during the year, two in Gouverneur Union Free School District No. 1, and one in district No. 1, Pitcairn. The number of children at Natural Dam, No. 17, Gouverneur, had increased to such an extent that it became necessary to build an addition to the school-house, and hire another teacher. The school is now graded, and is in much better condition than formerly.

Eleven districts have made extensive repairs on school-houses, all but three reseating with modern seats. The grounds have been improved by setting out trees, grading, sodding and otherwise beautifying them.

MISCELLANEOUS.

I have annulled district No. 1, Pitcairn, distributed the territory to other districts, and changed the number of the Jayville district, erected by my predecessor, from No. 10 to No. 1. The year's work in the new district was very successful.

The condition of the district is in general good. I feel assured that the work done by the teachers is improving, and that our schools are becoming more efficient. The friends of education have every reason to feel encouraged at the outlook. I would suggest, however, that, with the single exception of the township bill, the Legislature be allowed to take a rest so far as making any more school laws is concerned. The multiplication of new laws and the constant change in old ones is a matter of complaint among the people, especially the trustees. I am not sure but law making is carried to excess in more directions than this.

GOUVERNEUR, N. Y.

ST. LAWRENCE COUNTY — SECOND DISTRICT.

JOHN A. HAIG, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Canton.....	27	3	38	1,365	147,179	\$45,940	\$3,084,781	\$5,153 75	\$10,033 84	67
Clare	2	1	2	54	4,511	775	40,010	209 26	219 18	3
Clifton	2	....	1	16	1,120	100	46,360	175 77	142 45	....
Colton	10	1	13	392	41,806	9,380	442,886	1,567 26	1,924 87	24
Edwards	9	9	11	326	24,048	5,160	346,329	1,203 32	1,726 24	21
Hermon	13	2	15	358	39,724	8,750	421,515	1,619 98	2,180 36	56
Lisbon	34	2	35	915	89,901	16,320	1,895,390	3,821 94	2,207 75	96
Madrid	10	1	13	336	40,284	10,535	831,319	1,551 54	1,433 07	17
Norfolk	15	....	15	511	44,109	7,910	554,833	1,897 51	1,203 35	35
Pierrepont.....	19	....	19	469	35,937	8,540	494,230	2,058 18	1,517 04	63
Russell.....	19	4	20	432	40,463	6,690	551,420	2,101 28	1,733 81	26
Waddington.....	14	....	17	525	60,406	8,365	965,870	2,397 48	1,868 87	39
Total.....	199	23	199	5,901	569,488	\$108,465	\$9,674,943	\$23,697 27	\$26,190 83	457

CONDITION OF SCHOOLS.

The condition of the schools in this commissioner district is steadily improving. Teachers are in demand, trustees are not overrun with applicants for their schools the day following school meeting as was the case a few years ago. This change for the better is the result of the

UNIFORM EXAMINATIONS.

As was predicted a year ago, the examination work under this system is becoming less burdensome to commissioners and teachers. Classes are smaller because candidates are learning the folly of expecting to pass these examinations without a more thorough knowledge of the various subjects required for the different grades. The only persons who disapprove of this system of examinations are trustees who are always in search of cheap teachers. The two-dollars-a-week teacher is gradually becoming scarce. Never, in the nine years I have been commissioner, has there been so many calls for teachers and the wages offered so near what teachers should have, as during the past school year.

MISCELLANEOUS.

The condition of the school buildings is improved since my last report. In districts where to build a new school-house would be a positive burden upon the taxpayers I have thought best not to urge action in this direction, even where the improvements are much needed. The out-buildings have not been much improved, and it is somewhat difficult to report that *all* are complying with the law in regard to cleanliness. They claim to be doing so, and are making some effort in this direction.

Arbor Day was much more generally observed this year than last. Trustees' reports show 457 trees planted.

One of the most successful institutes ever held in this district convened at Canton, May twelfth. Schools were all closed and only four teachers engaged at that time, out of a force of 200, failed to report. The instruction, by Dr. Albro and assistants, was excellent throughout, and of incalculable value to the teachers and schools.

I still believe the township system should be adopted and with as little delay as possible. Nothing, in my opinion, can do more to raise the standard of our schools, as a whole, and make the expense of maintaining them more equal.

Trustees of most school districts are much annoyed by the annual changing of the school law.

MADRID, N. Y.

ST. LAWRENCE COUNTY — THIRD DISTRICT.

• FREDERICK R. SMITH, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Brasher	19	22	23	828	62,701	\$20,535	\$785,225	\$2,689 00	\$3,384 47	71
Hopkinton	15	14	17	429	36,714	8,325	565.042	1,817 26	1,106 52	22
Lawrence	12	14	15	579	50,823	12,360	813,830	1,901 14	1,561 67	45
Louisville	15	17	16	390	34,059	5,740	622,322	1,618 65	1,094 68	18
Massena	16	12	22	753	73,280	22,350	1,120,272	2,745 77	4,127 93	6
Parishville	16	19	18	511	46,093	8,750	488,985	2,095 16	1,825 12	34
Potsdam	33	38	44	1,677	165,214	39,227	3,523,404	5,772 92	7,339 53	53
Stockholm	27	27	27	706	57,176	12,987	899,132	3,089 42	1,755 94	42
Total	153	163	182	5,873	526,060	\$130,274	\$8,818,212	\$21,729 32	\$22,195 86	291

CONDITION OF SCHOOLS.

During the past year I have made 163 official visits. With but few exceptions I have found the teachers earnest and anxious to do the best work possible. Many of the schools are small, parents indifferent, and attendance of children irregular. This is a source of vexation to the teacher, who, to succeed, must have such an amount of earnestness and such a spirit of self-abnegation as is seldom secured for three or four dollars a week. While many of the small districts seem to count only that a good school which costs but little, there are many others that use every effort to have really good schools, feeling that, other things being equal, much better work for each child can be done in a school of nine or ten pupils than is possible in a crowded and closely graded village or town school. The union and graded schools of this district are among the best in the State, and I firmly believe that every rural district could give its pupils as good advantages as these villages do, at no greater cost. The tax raised in the three union school districts is, each year, over five mills on a dollar

on village property assessed at high values. A like tax paid by almost any rural district would, with the public money, secure a first-class teacher and a first-class school. I am confident that we are progressing in our school work toward better methods and are securing better results, and feel that, while there is much chance for improvement, there is a determination on the part of nearly all teachers and officers to make the most of every opportunity to advance the work.

MISCELLANEOUS.

Arbor Day came the week of our institute, but exercises were held, either the week before or following, in sixty-two schools, and 291 trees were planted.

Our teachers' institute was held at Stockholm Depot, April twenty-eighth to May second, with Dr. S. H. Albro as conductor, assisted by Dr. T. B. Stowell, Miss Amelia Morey and Miss Alice M. Burn, of the Potsdam normal. There were 171 teachers registered, whose attendance averaged $169\frac{3}{10}$ daily. The utmost interest was manifested in all the work and the institute considered the best held in the district.

One great source of complaint is the number of different text-books found in the schools. Teachers whose schools are large have crowded programs, and in all districts patrons of the schools are often put to needless expense.

Quite a number of districts have made extensive repairs in buildings and furniture. District No. 1 of Massena has built another commodious house for the primary department at the Springs. District No. 12, of Stockholm has erected a well-arranged house, and No. 15, of Hopkinton, is now putting up a new building. A house is also being built for a district lately organized in the town of Parishville.

School district No. 25, of Stockholm, has been annulled, and orders made changing the bounds of several others.

I have been called upon to appoint six trustees; two in districts where the voters failed to elect.

I wish, in this last report for this term of office, to extend my thanks to the people of the district for the uniform courtesy and willing assistance they have always given in all school work.

NORWOOD, N. Y.

SARATOGA COUNTY — FIRST DISTRICT.

JAMES F. McCORMICK, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Ballston.....	10	22	11	305	27,229	\$5,215	\$874,741	\$1,240 86	\$1,866 80	5
Charlton.....	8	17	9	214	19,847	5,745	650,575	964 21	1,411 65	18
Clifton Park....	14	25	14	500	39,547	8,465	1,723,634	1,620 38	3,046 70	25
Galway.....	14	26	15	411	27,715	6,180	619,726	1,614 07	2,923 39	23
Halfmoon.....	11	14	18	847	97,352	32,900	2,151,302	2,477 09	8,322 76	31
Malta.....	8	16	8	215	16,782	3,825	795,405	846 99	1,541 56	6
Milton.....	13	27	28	1,133	144,126	32,095	2,410,145	4,368 54	10,621 08	21
Providence.....	8	17	9	154	12,058	2,205	74,792	825 42	1,170 35	7
Stillwater.....	11	16	17	596	57,825	20,250	1,435,087	2,303 40	3,587 96	8
Waterford.....	2	3	18	863	105,767	24,600	1,175,851	3,859 17	8,454 78	5
Total	99	182	147	5,238	557,648	\$141,480	\$11,911,258	\$20,120 13	\$42,587 03	140

SCHOOL DISTRICTS AND BUILDINGS.

In my first written report to the State Department I reported 106 districts having school-houses in this commissioner district; now there are 102, four having been abolished by uniting the property of which they were composed to adjoining districts. Two of these were abolished the last school year, one in the town of Clifton Park, and one in the town of Stillwater. No. 15, Clifton Park, was changed to No. 14; No. 12, in the town of Stillwater, is now No. 9.

There are 105 school-houses in this commissioner district; union school district No. 1, Milton, has two, the union district in Waterford has three, and each of the other districts has one. The union school buildings are always well furnished and in good repair, because each year after the schools close the buildings are thoroughly cleaned and examined, and if repairs are needed they are attended to at once, so that all may be ready for the next school year. I wish the trustees of our common schools would practice this example; but instead of doing that, they are apt to let everything go as long as they can. I would not have you think that the school-houses in this commissioner district are never cared for by the trustees. Sometimes they are; that is when occasionally a trustee is elected who has a personal interest in the school, is enterprising, public-spirited and not afraid of A or B, who has a good share of tax to pay and no children to attend the school.

All districts have made an attempt to comply with the law relative to health and decency, but not all have accomplished it. Uncouth fences have been built, and the location of some buildings is such as to make the fence almost, if not quite, a nuisance. The intent of the law is all right, but in my judgment the fence is too high. To see a fence seven feet high, made as roughly and cheaply as it possibly can be, against a building not more than six feet to the eaves, is not

pleasing to the eye. Some entered into the work with interest and common sense, and a few said, "Well, if we have got to do it, we might as well go at it." They did go at it, and that's about all they did do. I have failed to get this part of the work well done in all cases, so will have to leave the rest for my successor.

SCHOOL APPARATUS.

We are slow to learn that school-rooms furnished and equipped as they were fifty years ago will not answer for these days. Too many of us can not see why that old blackboard, those old maps and those old geographies are not just as good as new ones as long as they will hold together. I think this is partly a fault of the teachers; they often do not use what they have, and sometimes they do not take proper care of that. I have heard trustees say: "The chart is all right and a good thing to have, but there's that map I bought last year, it hasn't been used this term." Sometimes this is true, and sometimes they don't know whether it has or not.

I think the trustees ought to supply the school-room with necessary apparatus properly placed, and the teachers should see that it is properly used and not unnecessarily injured.

SCHOOLS.

The six union schools employ fifty teachers, and make but few changes. Each has a principal to whom the other teachers look for assistance, so that when I visit them it is more for my own good than for theirs. The ninety-six common schools employed ninety-seven teachers last school year. Fifty-two of them did not change teachers during the year; forty-three changed once and one of them twice. This is an improvement over last year, when only forty of them each employed but one teacher through the year.

Although I am not satisfied with what improvements have been made during my two terms of office, yet I am sure the schools are better than they were the first year of my supervision; better because the school buildings are better, the rooms better equipped with apparatus, better furnished, and the teachers are better qualified. I have made no effort to grade the district schools, the principal reason being that I have not had the time.

BURNT HILLS, N. Y.

SARATOGA COUNTY — SECOND DISTRICT.

WM. N. HARRIS, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Corinth	11	20	15	564	58,359	\$4,500	\$372,750	\$1,760 19	\$2,187 31	20
Day	11	16	12	304	25,230	4,665	74,193	1,113 94	3,674 29	28
Edinburgh	11	17	12	321	29,588	4,460	136,883	1,296 56	1,496 75	21
Greenfield	21	24	21	506	40,723	8,150	645,421	2,108 97	2,433 59	37
Hadley	7	10	7	232	19,554	3,050	98,655	805 34	1,170 32	12
Moreau	12	20	16	542	51,778	6,660	704,099	1,937 66	3,053 75	8
Northumberland	12	20	12	294	24,808	5,360	452,694	1,246 07	1,422 24	14
Saratoga	12	25	23	981	102,206	27,325	1,735,109	2,939 87	5,823 88	45
Saratoga Spr'gs.	7	14	53	2,456	313,993	113,380	4,649,353	9,865 56	45,949 38	13
Wilton	10	13	10	259	19,996	4,010	488,276	1,004 55	1,307 27	49
Total	114	179	181	6,459	686,235	\$181,560	\$9,357,433	\$24,078 71	\$68,518 78	248

IN GENERAL.

It is believed that my last annual report is more accurate than usual, owing to the appointment of trustees' days in the several towns. At close of school year the trustees were notified by circular that on a certain day I would be at their town clerk's office to receive reports and render any desired assistance in completing the same.

Statistics show an increase in number of children attending school, average and aggregate attendance, and teachers' wages. The amount raised by local tax was over \$8,000 more than preceding year, which goes to show that the "teachers' \$100 quota" law, recommended in my first report, was a move in the right direction for country schools.

Districts Nos. 7 and 12, Corinth, have united to form a union free school and are building a fine central school-house costing \$20,000. Saratoga Springs, not liking the comparison between her old No. 1 building and the new No. 3, is erecting on the site of the former a structure which, like No. 3, will be a model of its kind.

District No. 9, Northumberland, was dissolved September sixth. It is my intention also to dissolve No. 4, Day, and No. 11, Edinburgh. True economy demands fewer but larger and better schools.

Recent investigations convince me that many districts in the northern towns lose considerable, either by failing to get non-resident and State lands on their tax-lists, or through imperfect descriptions and faulty returns. This naturally brings up the old question of district boundaries. If the present district system is to be continued, it is incumbent upon commissioners to define district boundaries in a practical if not legal manner. For these records a special book should be provided in every town.

The uniform examination system is now thoroughly established in this district. During the past three years it has barred out nearly 100 incompetent teachers, and greatly elevated the standard of teaching.

Two young men, graduates of the Saratoga High School, obtained State scholarships in Cornell University last June, and are now taking the course in engineering. This has done much to awaken interest, and in the future we may expect a greater number of candidates.

Last year was one of the most prosperous in the history of our Teachers' Association. The winter meeting at Waterford, and the spring meeting at Saratoga, were both very enjoyable, socially as well as profitable from the professional standpoint.

Public sentiment seems to be slowly crystallizing in favor of the township system. When the farmers' organizations obtain a just "equal tax law," they will be ready to accept the township system.

GANSEVOORT, N. Y.

SCHENECTADY COUNTY.

JOHN C. WEAST, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Duanesburgh	22	53	30	690	66,761	\$11,785	\$1,458,440	\$2,851 56	\$4,568 08	112
Rotterdam	13	32	18	523	48,118	10,450	1,416,144	1,815 29	3,135 22	33
Glenville	14	29	18	495	44,259	12,045	2,116,471	1,933 96	2,984 93	29
Princetown	7	15	10	135	13,366	3,235	422,944	768 80	1,004 81	32
Niskayuna	4	8	5	174	17,869	4,205	509,307	554 34	886 31	16
Total	60	137	81	2,017	190,373	\$41,720	\$5,923,306	\$7,923 95	\$12,579 35	222

GENERAL.

In submitting this my third report of the condition of the schools in this district, it affords me pleasure to say that they have improved, and have shown an educational advancement during the past year; with but few exceptions they have been taught with profit to the scholars, which reflects credit upon the instructors. The teachers in general have been energetic and faithful in the line of school work, and have striven to keep pace with the spirit of the age in the interest of education. One of the main features in the past, which has had a tendency to retard the progress of our schools, has been the frequent changes of teachers in many districts. As a remedy the trustees are retaining those who have given good satisfaction, and are hiring more by the year. As teaching is becoming more a profession than an experiment, there is an increasing demand for competent teachers who have had experience in the school-room.

Trustees realize the fact that in order to maintain a good school in the rural districts much depends upon the ability of the teachers, as it requires tact and common sense to manage them successfully. They are now employing the best teachers that they can afford.

During the past year I have given appointments to seven applicants for admission to the State normal schools, five of which were teachers, and the other two intend to make it a profession. At present there are three normal graduates teaching in this district. I hope there will be more in the near future, as their services seem to be appreciated by the patrons of the schools.

SCHOOL BUILDINGS.

The trustees, as a rule, give attention to their school buildings and endeavor to keep them comfortable. Several have been improved with needed repairs during the year. At Mohawkville, in district No. 10, Rotterdam, a number of new residences were built the past year, which has largely increased the population of the district. Hence, the school-house became overcrowded with pupils, and more space was required for their accommodation. A new school-room has been added in connection with their main building, accessible with each other, for a primary department. It is equipped with modern furniture, which makes it a pleasing and inviting structure. Another teacher has been supplied to meet the growing needs of the district. Three school-houses have been re-seated with new patent seats and desks, which have added much to the appearance of the school-rooms, and the comfort and convenience of the pupils. I trust other districts will follow in this line the coming year.

ROTTERDAM, N. Y.

SCHOHARIE COUNTY — FIRST DISTRICT.

JAMES K. ALVERSON, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Blenheim	11	22	11	225	17,653	\$3,060	\$287,435	\$1,120 73	\$725 80	17
Broome	14	33	17	337	27,283	5,195	417,560	1,725 46	761 81	44
Conesville	11	21	12	262	20,062	3,800	225,268	1,208 85	610 17	31
Esperance	6	13	9	370	33,236	12,195	816,125	1,205 59	1,975 78	49
Gilboa	18	32	20	462	36,146	7,435	600,200	2,097 11	1,171 69	47
Middleburgh	11	24	17	714	68,897	23,305	1,514,770	2,494 97	5,144 23	40
Schoharie	10	21	15	563	51,709	20,500	1,346,011	2,029 06	2,928 22	45
Wright	7	18	11	300	27,784	5,995	710,600	1,341 45	1,234 29	25
Total	90	184	112	3,233	282,770	\$81,484	\$5,917,969	\$13,223 22	\$14,551 99	298

GENERAL.

The schools in the first district during the past year have shown better work done than heretofore, with the exception of a few schools. The teachers are using every available means to better themselves for the professional work.

While some of the patrons of our schools find fault with the uniform examinations (especially trustees), the majority are heartily in favor of them, and teachers who are up in the professional work would not go back to the old system, if they could. The changes made in the rules and regulations give satisfaction to the teachers. I think it would be better to hold two examinations in the months of March and September. In small districts it may not be necessary, but in larger districts I think it advisable. By so doing, it will avoid granting temporary licenses and finding fault with the commissioner when such candidates fail to obtain certificates.

There has not been as much overhauling and changing of school buildings and sites as usual in the past year. The new school-house in district No. 5, at Howe's Cave, is first-class in every respect. Proper ventilation, individual desks, and in fact everything to add comfort to the pupils and teachers. In district No. 4, town of Middleburgh, the new school building is something that the patrons can feel proud of.

Arbor Day observances make a marked improvement about the school-house and grounds.

The official work has taken most of my time. I have made 184 visits to schools, besides other official work. I believe the school commissioner should have no other profession to take his time, and the office should be filled by a teacher, and none other.

In the matter of non-resident pupils attending district schools, I believe such pupils should be reported by the trustees in said districts to the trustees of the districts wherein they reside, so that they may draw public money; as trustees seldom charge tuition.

MIDDLEBURGH, N. Y.

SCHOHARIE COUNTY—SECOND DISTRICT.

JACOB H. MANN, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Carlisle	9	18	9	377	158,888	\$5,825	\$969,495	\$1,193 95	\$1,661 16	72
Cobleskill.....	9	18	18	831	413,854	33,800	1,733,295	2,756 26	8,858 51	9
Fulton	16	30	20	718	310,475	7,357	765,000	2,478 42	1,279 89	73
Jefferson	13	25	14	366	164,075	5,740	592,000	1,422 28	1,123 68	14
Richmondville.	12	24	14	493	227,566	7,800	961,863	1,805 43	2,282 76	37
Seward.....	11	21	11	431	181,756	4,335	714,205	1,413 25	1,523 36	21
Sharon.....	14	28	16	537	240,891	14,570	1,377,444	1,924 41	3,500 72	39
Summit.....	14	28	14	405	167,805	7,875	588,875	1,588 44	1,737 63	18
Total.....	98	192	116	4,158	1,865,310	\$86,702	\$7,702,177	\$14,582 44	\$21,967 71	283

CONDITION OF SCHOOLS.

The schools within my jurisdiction are doing well under existing circumstances. There is, to some extent, a lack of proper discrimination on the part of trustees in the selection of teachers. There

should be a greater demand for good teachers, and the question of wages should become a secondary matter. We need more intelligent and liberal-minded men for school trustees. Public sentiment must be elevated before we can have many needed improvements. The cost of a good school is but a trifle more to each taxpayer than the cost of a poor one. Teachers would do better work if our school-rooms were supplied with more of the modern appliances. That the masses of children are not in school is a deplorable fact. By allowing children to remain out of school, idleness and lawlessness are encouraged. There is a practice of parents, at certain seasons of the year, in taking their children out of school to assist in berry-picking, hop-tying and the general work of the farm. The practice proves to be a great injury to the success of our schools. School-house grounds are sadly neglected.

MISCELLANEOUS.

Our county teachers' association was organized nine years ago and has been a power for good during all these years. Semi-annual meetings are held and are well attended. The exercises are practical and profitable to those in attendance.

I am able to report 283 trees planted on Arbor Day, a decided improvement over last year's work. The observance of the day will become more general from year to year.

Teachers do not demand monthly payments. But few trustees make written contracts with teachers. The subject of drawing has not received much attention. The law in regard to health and decency has been complied with. The text-book evil should be abated. The separate apportionment of library money is a useless task. The frequent change of trustees and the consequent change of teachers are great obstacles in the way of the success of our schools. All teachers should have some professional training before they commence teaching. There is need of more thorough and practical work in the school-room. School commissioners ought to be subject to some standard of qualifications. School commissioners have too much clerical work to perform. School trustees should receive some compensation for their work. The date of the commencement of schools should be made uniform throughout the State. Every school-house site should contain at least one acre. District boundaries should be altered by town officials. We need a township law. Our school system will never achieve the highest success until we have in operation an effective compulsory education law.

As I am about to retire from the work of school commissioner after nine years of service, I leave the office conscious of having made many failures; still I trust I may be permitted to indulge the hope that I have not entirely lost sight of the opportunities it afforded me to do some good. How far I have succeeded others must judge.

WEST FULTON, N. Y.

SCHUYLER COUNTY.

HENRY S. HOWARD, JR., *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Catharine	12	14	17	343	37,281	\$6,400	\$462,630	\$1,552 03	\$1,487 65	50
Cayuta	4	4	7	127	9,873	1,965	78,855	461 41	424 63	10
Dix	14	15	31	772	91,995	25,500	1,569,100	3,521 43	4,839 90	22
Hector	35	40	59	1,107	104,534	10,930	3,120,278	4,338 70	5,563 52	120
Montour	6	6	14	284	32,722	7,100	577,581	1,291 76	1,691 37	10
Orange	15	16	31	408	30,911	5,180	274,537	1,772 98	1,101 21	35
Reading	7	15	12	147	13,675	3,300	545,869	770 75	822 01	14
Tyrone.....	15	19	31	391	36,492	8,610	701,721	1,822 78	1,970 53	35
Total	108	129	202	3,579	357,483	\$68,785	\$7,330,571	\$15,531 84	\$17,900 82	306

SUBSTANTIAL PROGRESS.

In submitting this my sixth and last annual report of the schools of this county to the State Department, I am not unconscious of the substantial progress made in educational matters, not only in this county but throughout the State during the last half decade. I am also aware that this advancement is largely due to the effective energy characterizing the work of the State Department.

Nothing new in the line of my work has occurred in this county during the year now closing, except, perhaps, that an effort is being made to grade the schools of the county. I have heretofore forwarded to the Department an outline of this work, and will add nothing more now save that we hope much for the plan.

Because of the depression in agricultural interests here, much effort which otherwise would have been quite effective for the welfare of the schools has been somewhat paralyzed. Everything considered, however, at no time during my administration has the outlook been more hopeful, and, without going into details, I think I may truthfully say the condition of our schools is fair.

I shall limit my suggestions to the Department to the brief discussion of four topics, viz.: Finance, Teachers' Examinations, Training Classes and the Curriculum.

FINANCE.

The amount of public money received in this county and apportioned to the schools in March, 1890, was \$15,531.84; and during the year closing July last \$17,900.82 was raised by local tax. The amount paid for teachers' wages was \$29,694.94, and the total disbursements of the district was \$37,458.04. It is well for us to note then that only forty-one per cent of the money used for the support of the schools of the county was received from the State, and that but about fifty-two per cent of the amount expended for teachers' wages came from the State. What is true here is true of the State at large. More money is raised by local tax than is apportioned from State funds.

One other fact, the greatest obstacle to the employment of an efficient school service is local taxation. Viewing these facts in the light of the underlying principle of a free school system, namely, "That the property of the State shall support the schools of the State," permit me to suggest that all friends of the school system should conspire to effect such legislation as shall gradually reduce all local taxation. Any other policy than this I believe to be highly inimical to the welfare of the educational interests of the State.

TEACHERS' EXAMINATIONS.

Nothing is of greater importance to the success of any system of true education than the service of competent teachers. How to secure to the schools of the State teachers who are qualified for their important work is at once the most difficult and important problem presented to the friends of education for solution.

The system of examinations adopted by the State Department in January, 1888, has been in successful operation in this county from that time until the present. We are well pleased with its operations here, and it seems to me, if fidelity characterize its use in the future, school authorities can through it find an avenue for reaching and overcoming the difficulties that now present themselves to the careful student of the question of examinations. Permit me to suggest, as I have heretofore done, that no system of examinations can approximate perfection which does not take into account the teaching power or ability of the candidate. To license teachers upon a written examination only is defective. How can the representation of this subtle element, ability to teach, be made to appear in the license? Possibly this way: Let all certificates be issued by the Department. The data considered in the issuance of the same to be: First. The standing of candidates in the written examination. This standing to be ascertained by the commissioner upon the questions sent out by the Department and forwarded to the Department. Second. A detailed report by the commissioner of the ability of the candidates, as discovered in noting the work done in the school-room.

This, of course, would not fully apply to those about to teach their first term, but to all others. Two advantages would be gained, I think. It would weed out incompetent teachers and require closer supervision on the part of the commissioner.

TRAINING CLASSES.

Chapter 170 of the Laws of 1890, providing for the professional instruction of common school teachers, to my mind, is a wise precaution. It may be possible that through these training classes such help can be brought within the reach of all who intend to teach, so that in the near future such a course of instruction may be made obligatory upon all who intend to teach and have not had successful experience in the work.

THE CURRICULUM.

I beg to suggest that in the leisure (?) hours of the Department you take into consideration the necessity and the propriety of projecting a course of study for the schools of the State. How would it do if you could associate the normal school principals of the State with the Department, arrange a rational course of study, and then

ask for such legislation as would be necessary to carry it into successful operation? Is not a uniform course of study as feasible as a uniform system of examinations?

CONCLUSION.

There are some other thoughts I should like to present, but I have already gone beyond your request. Permit these, however:

Cook Academy with Dr. A. C. Hill at its head is a growing institution.

Watkins Academy and Union School with S. S. Johnson as principal, is the peer, I believe of any of a like kind in the State.

I still favor the "Township system," and free text-books.

WATKINS, N. Y.

SENECA COUNTY.

FRANCIS S. GODFREY, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Covert.....	10	27	14	400	39,300	\$8,215	\$1,734,728	\$1,753 01	\$2,565 03	35
Lodi.....	7	17	10	379	34,653	5,540	1,274,051	1,302 45	1,595 27	29
Ovid.....	9	28	13	546	57,961	20,205	1,881,564	1,956 69	3,666 87	52
Romulus.....	9	19	9	387	38,126	5,160	1,099,587	1,334 15	1,615 98	70
Varick.....	11	25	11	303	26,514	7,435	1,182,753	1,286 69	1,600 20	34
Fayette.....	16	39	18	651	57,284	19,000	2,296,471	2,451 45	3,972 88	55
Waterloo.....	8	46	22	901	100,676	32,390	2,410,943	3,254 85	7,116 96	16
Seneca Falls....	7	46	30	1,075	142,550	40,100	4,354,777	4,868 50	13,345 04	12
Tyre.....	7	14	7	232	24,194	5,225	602,391	835 40	1,195 00	7
Junius.....	7	18	8	250	21,582	645	889,340	951 77	1,223 65	10
Total.....	91	279	142	5,124	542,840	\$149,315	\$17,726,605	\$19,994 96	\$37,896 88	320

IN GENERAL.

The schools in this commissioner district are steadily improving, and more care is taken by trustees generally in the selection of teachers.

I do not hear a murmur of disapproval of the present system of examinations for teacher's certificates. Trustees now know that the grade and standing upon a certificate represents something. While blank "C" shows a surplus of fifteen teachers in this district, all but five have found positions elsewhere or are engaged in other pursuits.

Arbor Day was generally observed. All departments in the union schools had appropriate and interesting exercises. Its beneficial effects are everywhere apparent in cleaner school grounds, young trees growing and flowers planted.

The good results from having a superintendent who devotes his whole time to supervision were very marked in the schools of Seneca

Falls the past year. The principals of our union schools have too little time for proper supervision.

The commissioner's examination of the ungraded schools has met with much success, and, as it becomes better known, stimulates increased activity in school work. The certificates and diplomas show advancement, as well as Regents' pass-cards.

The teachers' institute held at Farmer village, Professor I. H. Stout conductor, assisted by Principals Serven, McLachlin, Harris and Boughton, was a model one. Miss Weingand, of the Oneonta normal, gave work in object lessons and grammar. By her aptness and celerity in imparting instruction she won the esteem of all.

WATERLOO, N. Y.

STEUBEN COUNTY — FIRST DISTRICT.

ALBERT W. FENTON, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Avoca	10	11	13	481	43,707	\$8,985	\$819,154	\$1,573 08	\$2,919 65	15
Bath	25	20	41	1,591	167,313	52,690	3,389,374	5,375 87	8,594 33	45
Bradford	4	....	6	150	14,994	2,680	308,185	664 61	703 68	24
Campbell	9	9	13	401	37,200	7,760	624,412	1,463 28	2,803 37	8
Cohocton	12	9	18	744	73,808	18,258	882,140	2,351 50	5,675 72	69
Dansville	13	14	14	378	27,881	6,050	741,919	1,416 15	1,589 96	28
Fremont	10	5	10	242	23,258	4,125	391,840	993 43	1,264 13	10
Howard	17	18	18	508	40,161	9,735	756,864	1,933 78	2,076 55	24
Prattsburgh	14	6	19	616	54,574	17,390	962,980	2,135 22	3,292 90	145
Pulteney	10	....	13	381	36,342	7,775	844,462	1,457 12	2,415 34	27
Thurston	11	....	11	327	25,069	5,521	381,582	1,199 50	1,508 34	21
Urbana	12	....	17	535	56,851	11,025	1,495,762	2,125 44	3,990 63	25
Wayland	10	....	14	516	43,969	8,880	795,011	1,469 12	2,652 99	5
Wayne	5	1	5	153	13,998	1,680	285,755	497 70	590 35	24
Wheeler	13	9	12	338	28,245	5,620	608,349	1,399 37	1,706 02	15
Total... ..	175	102	224	7,361	687,370	\$168,171	\$13,287,789	\$26,055 17	\$41,783 96	485

PROGRESS.

In this, my third annual report, I take pleasure in noting the progress in school work in this commissioner district. Many of our teachers are active, energetic men and women, who are giving their best efforts to the work at hand, and these efforts are bringing about very satisfactory results in our schools. Our teachers are reading more, thinking more, and doing more than formerly, and I am glad to believe that the time is not far distant at which the person who is unwilling to read professional works, to give earnest thought to the great responsibilities resting upon him, and the manner in which he can best meet those responsibilities, and to do efficient work in the school-room, will be reminded that his services are not needed. But few changes have been made in the management of our village

schools. Frederick Place succeeds John S. Lincoln at Campbell, and Herbert S. Emerson follows J. Erwin Wilson at Savona.

BUILDINGS.

Since my last report we have added to the school building at Kanona, and remodeled the old part, making a very neat and convenient house with two rooms. Two teachers instead of one are now employed in the school. This change was much needed, and, we believe, the people of Kanona will feel amply paid for this movement to make their school as good as can be found in other small towns. District No. 3, Fremont, has built a comfortable house, large enough to accommodate the pupils in the district, and No. 6, Wayne, expects to have a new house ready for use at the beginning of the winter term. In other districts buildings have been repaired and made more comfortable for pupils and teachers.

MISCELLANEOUS.

The change in the required number of weeks of school, from twenty-eight to thirty-two, is meeting the approbation of trustees and patrons, and, with the additional amount of money to be apportioned to each school district, our people seem willing and anxious to sustain good schools, many of them for a greater length of time than is required by law.

For several years past our teachers have manifested much interest in the meetings of our teachers' association, and, I am sure, that I express the sentiment of many of our most earnest workers, when I say that much benefit has been derived from these gatherings. Principal A. O. Tucker, of Kanona, is president.

I am unable to report as favorably this year as formerly in regard to the number of official visits made, owing to the extremely bad condition of the roads during the winter, which rendered it impossible to accomplish the desired amount of work. Our supervisors have divided the county into three commissioner districts, and we hope to have better supervision of our schools in the future than has been possible with but two commissioners in a county with nearly 400 school districts.

HOWARD, N. Y.

STEUBEN COUNTY — SECOND DISTRICT.

HOWARD B. HARRISON, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Addison.....	5	15	14	696	80,342	\$37,020	\$966,541	\$2,574 46	\$4,790 23	5
Cameron.....	12	14	14	385	32,787	4,200	416,135	1,492 39	1,348 95	14
Canisteo.....	13	11	20	779	79,875	13,575	1,142,305	2,674 60	3,554 23	17
Caton.....	11	13	12	337	28,689	5,320	609,218	1,215 81	1,836 20	61
Corning.....	15	35	45	2,039	253,426	104,940	3,070,198	7,668 40	20,253 02	15
Erwin.....	7	17	11	441	45,523	15,685	1,072,188	1,580 06	2,684 32	8
Greenwood ..	8	2	12	370	34,297	5,298	353,119	1,335 82	1,394 02	6
Hartsville....	8	2	8	219	17,786	3,525	357,300	785 38	1,200 00	24
Hornellsville,	10	11	51	2,515	323,283	81,630	5,855,306	8,712 41	23,262 12	27
Hornby.....	10	13	12	253	21,343	5,230	301,940	1,163 24	1,253 26	38
Jasper.....	15	6	16	466	41,815	6,345	733,230	1,661 54	1,844 22	35
Lindley	10	7	13	450	36,183	5,442	516,329	1,430 09	1,705 94	16
Rathbone	12	12	13	375	29,422	6,730	485,801	1,368 36	1,993 49	26
Tuscarora ...	11	11	11	394	32,072	4,460	465,965	1,281 18	1,193 42	11
Troupsburg..	18	9	19	644	52,781	6,976	441,909	2,104 00	1,707 41	23
West Union..	10	3	11	305	22,911	3,965	161,525	1,130 45	948 05	24
Woodhull.....	16	25	19	536	64,533	9,353	600,210	2,137 05	1,795 66	37
Total.....	191	206	301	11,204	1,197,068	\$319,694	\$17,509,219	\$40,315 24	\$72,764 54	387

HEALTHFUL AND PROGRESSIVE.

There is abundant evidence on every hand that the schools in this commissioner district are in a healthful and progressive condition. A sentiment prevails in the minds of patrons of the schools that better work is being done in the teachers' profession. Teachers realize that there is a positive demand for a higher grade of scholarship, and better work in the school-room than in days past. Much to their credit, they have met this demand in a manner which is gratifying, both to themselves and all others interested.

The commencement of this school year found trustees, more than ever before, inquiring for teachers whose experience prove them fitted for the profession of teaching. The fact that a larger number of our teachers are entering normal schools than ever before is an encouraging outlook for the future. While perfection in our schools is yet far from being attained, yet there is in this district reason for congratulation, both upon their present condition and future prospect.

The new law increasing the district quota to \$100 is a boon to the rural districts, which they not only need, but will appreciate.

TEACHERS' INSTITUTE.

The largest district teachers' institute in the State during the past school year was held in this district and conducted by Dr. Albro in a manner very satisfactory to the more than 300 teachers present. Dr. Albro was ably assisted by Dr. Milne, of Oneonta Normal School, and by Miss Augusta Balch. Valuable aid and instruction were also rendered by A. Gaylord Slocum, A. M., of Corning, James Estee, A. M.,

of Addison, Miss Loella Townsend, of Canisteo, and Principal R. W. Sweltland, of Woodhull.

It was a satisfaction to hear teachers express their hearty approval of the instruction given. Our institutes seem to be looked forward to by teachers as a profitable season.

A NEW COMMISSIONER DISTRICT.

Steuben county has long had the honor (?) of containing the largest commissioner district in the State. Our county legislators have acted wisely in dividing the county into three districts, to take effect January 1, 1891.

To properly do the office work in this large district as it is now, requires more than one-half of the commissioner's time, leaving him but a short period in which to inspect schools, attend to the division of districts, and settle the many controversies which naturally arise among so many districts. With three commissioners the people will have good reason to expect a closer inspection of the schools, which, if properly done, will prove beneficial to all concerned.

BORDEN, N. Y.

SUFFOLK COUNTY—FIRST DISTRICT.

CHARLES H. HOWELL, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
East Hampton.	6	10	9	390	38,473	\$8,900	\$786,020	\$1,232 98	\$2,977 87	7
Riverhead	15	44	20	834	91,210	15,600	1,036,099	2,839 52	8,448 15	13
Southold	18	28	32	1,457	170,714	58,175	2,405,529	4,876 58	13,952 75	45
Southampton..	23	34	33	1,265	131,075	40,575	3,516,566	4,350 67	10,350 07	27
Shelter Island.	1	1	3	151	15,867	8,600	403,600	423 17	1,600 00	....
Total	63	117	97	*4,097	*447,339	\$131,850	\$8,147,814	\$13,723 02	\$37,328 84	92

IN GENERAL.

Sixty-one schools were in session for a period of at least thirty-two weeks, employing ninety-seven teachers, each for a like period. The schools have been better attended during the year than at any previous time during which I have been commissioner.

The trustees' reports for the year ending July 25, 1890, show a decrease of fifty-one in the number of children of school age in the five towns composing the district, but an increase of more than 3,200 days in the aggregate attendance of resident pupils over last year. There are now employed ninety-nine teachers, and the prospects are good for a successful year.

* Resident pupils.

Of the teachers now employed and those teaching last year, more than one-third are or were normal graduates, or had been students at the normal schools of the State, and as a whole were earnest, effective teachers.

Trustees have exercised a good deal of wisdom in selecting teachers, but here and there too little regard has been paid to the qualification of a teacher, provided she would come cheap. Most trustees have been willing to pay fair wages and have secured fair teachers. In some districts it is getting to be quite a task to find a person willing to serve as trustee, there being a good deal of work and no pay.

Not all the houses in the districts are in what might be termed the best condition, yet most are in fair condition. During the year two new houses have been erected, one in district No. 9, town of Southold, and one in No. 8 of the same town. The former is a building of two departments, and a model of neatness and beauty. The building erected in district No. 8 is of one department, located on spacious grounds, with ample shade. In each of these buildings proper care has been given to light, heat and ventilation.

All districts reported have complied with the law relating to health and decency. District No. 4, town of East Hampton, which, on account of legal proceedings, was reported last year as not complying, is now all right.

During the year I have made 117 official visits, when I have inspected out-buildings, listened to and in some instances examined classes, and tried to make myself of some value to teacher and pupil. Most of the 117 visits reported represent school visits, not department visits, the latter of which I have made many more.

I think well of the uniform examination system, but believe that second-grade certificates should be issued for a term of three years, and that commissioners should have the privilege of renewing a third-grade license where the teacher remains in the same school the entire year.

Dr. S. H. Albro conducted our teachers' institute, and was ably assisted by Dr. Milne of Oneonta normal school, Dr. Capen, of New Paltz normal, and Miss Ella Richardson, who gave excellent lessons in drawing.

The school-house in district No. 14, town of Southampton, has been burned, and up to date none other erected.

One of our best teachers, Professor D. L. Bardwell, has been called to do service in the Cortland Normal School, and the district will miss him in institute and association work.

Districts Nos. 6 and 16, Southampton, have recently voted, by a large majority, to consolidate and establish a union free school.

RIVERHEAD, N. Y.

SUFFOLK COUNTY — SECOND DISTRICT.

WILLIAM B. CODLING, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner to districts.	Number of official visits to departments.	Teachers employed for legal term.	Whole number of children attending school.	Aggregated days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Babylon	7	13	38	19	909	107,106	\$23,600	\$897,971	\$2,924 34	\$8,792 39	8
Brookhaven..	36	40	65	59	2,477	280,867	65,975	2,980,991	8,188 92	18,696 75	42
Huntington..	20	37	71	38	1,600	192,945	35,240	1,849,094	5,401 53	11,357 37	20
Islip	14	16	42	33	1,698	194,828	56,325	2,126,599	4,857 35	19,307 27	24
Smithtown ..	7	13	13	7	334	30,264	11,900	559,450	972 96	2,357 26	7
Total	84	119	229	156	7,018	806,010	\$193,040	\$8,414,105	\$22,345 10	\$60,511 04	101

GENERAL.

Excelsior is the motto of our schools. More and better teachers are employed and the school property is being generally improved. Port Jefferson is to have a \$15,000 school-house; Huntington has voted \$3,500 for an additional primary building; East Patchogue has built a new school-house; Patchogue has added a fire-escape to its three-story building, and several districts have bought new furniture. Many of the schools now fly the national flag.

“The public is the most powerful agency, if properly employed, in working out the salvation of the schools, for they should control and be held responsible for the present, and, to a certain extent, shape the destiny of the future. Yet we find them often relegating to teachers and other officers influences that they alone should control.

“No matter how competent the teacher or how zealous and mindful of interests are boards of trustees, if the public withhold their sympathy and support and allow their interest and vigilance to relax, just in that proportion will the schools suffer and progress be impeded; and the extra duties thus imposed upon teachers become barren of the best results.

“They too often consider their work finished when taxes are paid and imposing structures are erected for school purposes. This is a great mistake, for schools will not successfully run themselves.”

LIBRARIES.

The average school library is but little used. The State might furnish standard works, through the commissioners, instead of apportioning library money. With an attractive school library, teachers could do very much toward forming the pupils' reading habits.

Trash should be condemned and replaced with good books. Material State aid for libraries would be justifiable.

UNIFORM EXAMINATIONS.

They are no longer an experiment, having been tried and pronounced good. Psychology should be added for first grade, replacing

algebra or physics, if necessary. Provide another examination for all grades in July, omitting the April and November examinations.

Penmanship should not be a seventy-five per cent subject if printed copies be the basis of marking.

Rule 13 should be amended. A candidate for second grade might have ninety-five per cent in the six more important studies, and seventy in all others, making a general average of eighty per cent, and yet fail.

NORMAL SCHOOL.

Still again I present our claim for a State normal school. It may be useless so to do, but the cause is just and should prevail. Taxation without representation was not popular in '76 and is not now. As patriotic citizens we have tried to like it, but have failed. When a normal school is to be built in some sparsely-settled portion of the State to accommodate the possible future population thereof, and when estimates of the expenses of the eleven State normals are made, southeastern New York, with two-thirds of the wealth of the State, but no normal school, is not treated with great consideration. We are assured that such schools are doing a great work and are an absolute necessity in other parts of the State.

We are then blandly informed that if we, with no normal, will give two-thirds of the expense of the same, the other one-third will be raised, and the whole used by that part of the State having all the normals. Not wishing to be deemed stingy, or so obtuse as not to see the fairness of this proposition, we comply. We then innocently ask for a normal school in this part of the State so that our teachers may not be crowded out by those from other parts of the State. At once we perceive that the question somehow betrays ignorance on our part, and, wondering why we ever asked so stupid a question, we are dismissed for one year, with the consolation that we shall be treated just as before.

Seriously, we are too far from any normal school. A Long Island teacher wishes to attend the Oswego Normal, but it is as far to the six New England States, the three other middle States, Maryland, Virginia and West Virginia. Six of the other normals are still further from us. Albany Normal is the most accessible, but is as far from us as seven of the States mentioned. With a normal school at Jamaica, a majority of the pupils could easily board at home, the railroad service being so complete.

NORTHPORT, N. Y.

SULLIVAN COUNTY — FIRST DISTRICT.

WILLIAM WESTFALL, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Bethel.....	15	16	15	520	41,269	\$7,045	\$459,648	\$1,761 36	\$2,387 90	60
Cochecton	9	10	9	280	24,705	3,861	436,718	1,061 43	1,374 05	16
Delaware	9	9	12	508	50,076	5,885	343,775	1,784 70	2,313 85	37
Forestburgh.....	4	5	5	163	14,638	2,000	55,907	644 40	595 24	5
Highland	6	8	7	243	21,171	3,165	166,741	853 48	2,205 04	20
Lumberland.....	4	6	6	242	21,191	6,225	231,059	809 81	1,368 67	7
Mamakating	17	31	21	783	70,918	10,690	862,084	2,778 96	3,938 34	32
Tusten.....	5	7	6	221	23,019	2,915	231,823	866 57	2,174 34	15
Thompson.....	19	20	23	851	79,625	14,205	692,697	2,911 31	3,719 35	43
Total.....	88	112	104	3,811	346,612	\$55,991	\$3,480,452	\$13,472 02	\$20,076 78	235

IN GENERAL.

I have made 112 school visits during the year and found most of the schools in good condition. There is an increased interest being shown every year in school matters. This is evident from the fact that there is gradual improvement in school property and surroundings, more educational books and journals are taken and read by the teachers, and the determined effort of many to fit themselves by further study for better positions.

The improvement in the condition of school buildings during the year has been quite extensive and satisfactory. A comparison with report of 1889 shows an increase of \$2,231 in amount expended for school-houses, repairs, furniture, etc. New school-houses have been built in district No. 3, Highland, and No. 4, Tusten. These new buildings are supplied with patent seats and desks. The school-house of No. 5, Bethel, has been thoroughly repaired and has new furniture. Patent seats also have been supplied in the following: Nos. 10, 11, 12, 21, Mamakating, and No. 5, Highland. Needed repairs have been made in other districts.

There was a more general observance of Arbor Day this year. The circulars received from the Department were duly distributed to the several teachers. Sixty-three districts report the observance of the day with appropriate exercises and the planting of 235 trees.

UNIFORM EXAMINATION.

The benefits resulting from the uniform examination system are gradually developing. Teachers, pupils and parents are alike benefited. In addition to increased salaries paid teachers, this system has caused an increased amount of study by them, thereby improving their scholarship and fitting them to do better and more intelligent work in their profession. This better preparation for more efficient teaching, if rightly applied, not only benefits the pupils, but gives

more general satisfaction to parents. The examinations have not given a surplus of teachers. There are vacancies in a few schools for which trustees are anxious to secure teachers.

CONCLUSION.

While progress and improvement in the past have been commendable and quite satisfactory, much yet remains to be done in building up and improving to a greater extent our district schools. As I leave the work and responsibility of accomplishing this to other hands, I must be allowed to return my thanks to the Department for kindness and courtesy shown and favors granted. With best wishes to my successor in the continuation of the good work inaugurated by the present Department, I hope it will be to him alike pleasant and successful.

WURTSBORO, N. Y.

SULLIVAN COUNTY — SECOND DISTRICT.

JOHN D. SCOTT, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Callicoon	13	14	14	580	49,837	\$8,492	\$281,579 00	\$1,903 77	\$1,857 49	28
Fallsburgh	19	20	19	799	54,399	8,450	437,408 00	2,269 95	2,165 28	53
Fremont	12	13	13	527	42,211	7,355	466,033 00	1,635 55	2,935 06	20
Liberty	19	31	22	899	77,583	8,970	598,020 50	2,667 19	3,629 65	49
Neversink	18	20	18	538	40,903	5,605	198,305 00	2,051 89	2,608 89	67
Rockland	13	16	17	717	62,887	9,780	235,808 00	2,140 90	4,407 01	57
Total	94	114	103	4,060	327,820	\$48,652	\$2,217,153 50	\$12,690 25	\$17,603 38	274

GENERAL.

In my last report to the Department I was unable to give a satisfactory account of the school work done in my district, owing to the fact that I had not then been in office a full year, and had not been able to visit all the schools while in session. This year I have visited all schools once, and many of them twice. Their condition is slowly but steadily improving, and I can say with truth that I never have known more interest to be manifested in the schools by parents and pupils than at present. In the school-houses there have been many improvements, and in many places much time and money have been expended that the school-buildings might be made more comfortable and convenient.

There was a great scarcity of teachers in my district during the past year. This was caused by the adoption of the system of uniform examinations, which in this county has weeded out many teachers. Of those who found trouble in passing the examinations of the uniform

system, many have left the county for the purpose of attending good normal schools or academies. Others who did not desire to strive to meet the requirements of the Department have looked with disfavor upon the system of examination now used. But *every able and earnest* teacher in the district heartily approves of the system, and is thankful that his rights are so wisely and carefully guarded.

MISCELLANEOUS.

In many schools advancement in the line of text-books is most noticeable. Where old, dry and uninteresting text-books have long been in use, the trustees have now adopted an entirely new and progressive set of books and charts, thereby making the work more agreeable to both teachers and pupils.

I find, upon personal inquiry, that nearly all the schools in my district observed Arbor Day by appropriate exercises, in many cases following the program issued by the State. Very many of these schools failed to report the fact to me at the time.

LIBERTY, N. Y.

TIOGA COUNTY.

LEON O. WISWALL, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Barton	16	17	40	1,418	176,502	\$53,345	\$2,613,550	\$5,563 57	\$18,545 86	41
Berkshire	6	6	8	294	29,377	6,070	345,098	996 79	2,273 67	18
Candor	21	17	28	904	83,724	18,940	1,353,221	3,368 06	2,850 05	77
Newark Valley .	10	11	18	576	54,848	17,435	906,215	2,180 00	2,831 59	16
Nichols	12	14	14	384	35,306	7,740	894,700	1,560 54	1,532 92	28
Owego	32	38	64	1,790	200,583	18,975	5,335,156	10,395 83	18,760 89	100
Richford	7	11	11	358	29,925	5,610	397,313	1,197 55	1,488 21	21
Spencer	12	10	18	620	63,739	8,975	700,658	2,688 36	2,391 62	48
Tioga	19	16	22	664	62,430	13,275	1,076,877	2,569 02	2,482 87	34
Total	135	140	223	7,008	736,434	\$150,365	\$13,622,788	\$30,519 72	\$53,157 68	383

CHANGE OF TRUSTEES.

It is a deplorable fact that only a small proportion of the trustees hold the office two years in succession. Out of 152 districts having school-houses in this county, there is an entire change of administration this year in ninety-eight, and there are about twenty new trustees in the remaining districts. The general effect of such instability must be bad, and is an argument in favor of the "township system." The tendency of such a course is to make this year's school more a repetition of last year's than a continuation of it; it also increases the labors of the commissioners, and diminishes their effectiveness. A good understanding, mutual sympathy and unity of purpose should exist

between trustee and commissioner, but such extensive changes interrupt them unduly. It seems necessary, in order to accomplish certain desirable ends, that the commissioner be informed promptly concerning the names and addresses of the district officers, important repairs, additions or changes, who is to teach the school, when the term will begin and when close. This information I generally get, though at the cost of much correspondence.

COURSE OF STUDY.

The course of study for the common schools, and the examinations in connection therewith, have done much towards systematizing the work of teachers and pupils. I believe this subject deserves closer study than has yet been put upon it. During the past year two examinations have been held in each school, and 320 grade certificates and fourteen diplomas have been issued.

SCHOOL BUILDINGS.

During the past year six new school-houses have been built, extensive repairs have been made in twenty-two districts, and sixteen districts have put in new patent desks. I have recommended thirteen candidates for appointment to normal schools; have formed one new district in the town of Richford, and dissolved one in the town of Barton. I have held a competitive examination for Cornell scholarship; three well-attended and enthusiastic meetings of the county teachers' association have been held, and 500 trials on examination have been made by 314 candidates.

MISCELLANEOUS.

There was a general observance of Arbor Day. Good taste in selection and arrangement was not always observed — perhaps a few hints might be given in the next circular — but, on the whole, the results were satisfactory.

It is with pleasure that I testify to the thoroughness and efficiency with which the training classes at Owego and Waverly were instructed. The good results thereof are very apparent.

The supply of teachers is only about equal to the demand. Many trustees are forced to seek teachers, but no one has serious difficulty in securing one. The change of teachers has been much less frequent during the past year than formerly.

CHANGES RECOMMENDED.

Free text-books.

Compulsory attendance of pupils.

A law that will be the means of placing a good library within the reach of every boy and girl.

A law compelling the purchase of such necessary articles as a dictionary, a globe, etc. Eighty districts in this county own no dictionary.

A division of the larger commissioner districts, or provisions for a commissioner's clerk. By this means closer supervision of the schools in this county, which is so desirable, would be made possible.

The "township system," or, until that comes, a law making school district administrations more stable. I am inclined to favor the election of a sole trustee for two years, rather than the election of three trustees.

- Some special training for every teacher.
 - A law regulating the size of school-house sites.
 - Proper compensation to trustees for attending a trustees' meeting, to be called by the commissioner once a year.
 - Legal, literary and experiential qualifications for school commissioners.
- NICHOLS, N. Y.

TOMPKINS COUNTY — FIRST DISTRICT.

CHARLES VAN MARTER, *School Commissioner*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Ithaca.....	10	12	46	2,069	292,544	125,600	\$3,501,661	\$8,650 76	\$21,519 02	23
Newfield.....	17	48	23	588	55,120	9,260	534,402	2,485 01	2,495 43	34
Enfield.....	11	24	13	311	29,218	5,650	545,688	1,348 46	1,188 22	39
Ulysses.....	11	22	19	650	68,559	13,450	1,235,256	2,481 43	3,226 88	38
Danby.....	14	22	18	400	36,771	7,300	610,760	1,858 97	1,837 88	56
Total.....	63	128	119	4,018	482,212	161,260	\$6,427,767	\$16,824 63	\$29,267 43	190

GENERAL.

The condition of school property is slowly but gradually improving in my district.

The annual school meeting in district No. 8, towns of Newfield and Cayuta, decided to build a new school-house, and adopted plan No. I, Class I, as given in "Designs for School-houses." The house is to be completed January 1, 1891.

I am of the opinion that the requirements for third-grade certificates are too low. One's success in this grade depends more upon age than qualification, if the exemptions hold good for four or five examinations. I believe that the minimum in this grade should be seventy per cent instead of sixty, and that the applicant should be exempt on all subjects in which he has passed seventy per cent, at the next succeeding examination only. I have too many cheap teachers, and I believe that something of this kind would improve matters very much.

NEWFIELD, N. Y.

TOMPKINS COUNTY — SECOND DISTRICT.

FRANK W. KNAPP, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Caroline	13	38	21	497	45,360	\$9,940	\$1,013,855	\$2,265 96	\$3,153 18	43
Dryden	24	58	30	899	96,017	24,230	1,076,057	3,602 95	4,720 29	76
Groton	16	40	23	746	85,561	22,015	1,443,551	2,988 71	5,387 29	41
Lansing	21	40	21	512	46,836	10,435	1,156,399	2,264 57	2,495 36	87
Total.....	74	176	95	2,654	273,774	\$66,620	\$4,689,862	\$11,122 19	\$15,756 12	247

BETTER QUALIFIED TEACHERS.

The prime need of our schools at the present time, and especially of the rural schools, is a better equipped teaching force. How common it is for the teacher to enter the school-room without any other preparation than that meager literary qualification necessary to obtain the lowest grade certificate. They are at a loss from the start to know what to do. They have but little or no conception of methods, of the growth of the child's mind, or of the order and sequence of the work that should be presented. It is like putting a man in charge of an engine without any knowledge of how to run it, or at the head of a bank without experience or special training in the banking business. It is even more important that the teacher know well the material with which he deals, for upon him may depend the success or failure of many lives. In view of these considerations, I can but repeat from my report of last year, viz: That all teachers should have some professional training before they begin teaching, and that, so far as the matter of rural schools are concerned, this can best be supplied by the teachers' classes in academies and union schools. I am a firm believer in the efficacy of these classes when in charge of a competent instructor. Many begin teaching in this district who have had this special training in the Ithaca High School and it is seldom that they fail to do good work, while at least half of those who begin without this preparation fail to succeed. The State ought soon to require that every teacher must possess some professional qualifications, obtained either in a teachers' class or by a general course of reading, before they begin the work of teaching. If by the latter plan, the efficiency should be tested by examination under the uniform system. Allow no one to teach without some knowledge of how to begin and how to proceed. Those that show ability as teachers should be urged to take additional work in a normal school. Only in some such way as this can the beginning work in our small schools be safely and surely accomplished.

SYSTEM IN THE COMMON SCHOOLS.

During the last two years the commissioners in this and Cortland county have made an effort to bring about more systematic work in

the schools under their supervision, and there had been associated with them during the last year some sixteen other commissioners located in different parts of the State. These have all placed in the hands of their teachers a graded course of study, with instructions for putting the same in operation. Examinations have been sent to the schools two or three times during the year, the same questions being used throughout the twenty districts, and certificates or diplomas have been given to the successful pupils. All who have faithfully tried the plan are gratified with the results. Much is yet needed, however, in order to make it a permanent success. The course of study, together with the questions for examination, should issue from the Department of Public Instruction. It should be made compulsory throughout the common schools of the State. As now, it may be discontinued in any district if the commissioner is not reelected. A book in which to keep a record of examinations and syllabus of classes should be in every school district. A book should be prepared and placed in the hands of every teacher, outlining in detail, explaining and exemplifying the work of each year of the course. With these things brought about and rigidly followed, we can hope for systematic, progressive, continuous work in our schools. Without them we can only hope for much superficial work, pupils going over the same work term after term, and without any definite end in view.

ETNA, N. Y.

ULSTER COUNTY — FIRST DISTRICT.

JOHN J. MORAN — *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Saugerties.....	23	60	30	1,972	195,107	\$38,493	\$4,037,927	\$5,088 31	\$7,355 80	29
Hurley.....	9	23	11	477	48,285	6,925	483,951	1,622 58	1,984 59	22
Kingston.....	2	4	2	114	12,508	1,080	27,210	264 51	386 19	2
Ulster.....	7	18	9	675	65,092	12,225	786,701	1,825 41	2,971 66	21
City of Kingston	5	79	71	3,666	449,408	241,000	12,484,550	13,339 48	44,602 35	41
Total.....	46	184	123	6,904	770,400	\$299,723	\$17,819,439	\$22,140 29	\$57,300 59	115

IN GENERAL.

The above table shows an increase of twenty-seven in the number of official visits; one in the number of teachers employed; 13,066 in the aggregate days' attendance; \$5,773 in the value of school buildings and sites; \$224,259 in the assessed valuation of districts, and \$2,953.80 in the amount of money raised by local tax, and a decrease of eighty-nine in the number of children attending school, and \$1,654.37 in the amount of public money received from the State, as compared with that of last year.

Amount paid for teachers' wages, \$61,408.54; for school-houses, sites, fences, outbuildings, repairs, etc., \$11,526.02; for libraries, \$497.79; for apparatus, \$346.29; for all other incidental expenses, \$10,252.46; total, \$84,031.10.

The number of children between 5 and 21 years of age June 30, 1890, was 11,586; the number attending school, 6,904; the average daily attendance, 3,901; the average time school was kept, 39.8 weeks; the average wages paid teachers, based on 39.8 weeks, was fifteen dollars and ten cents in the city of Kingston and nine dollars and five cents in the towns. Regarding fifty-two weeks as a year, it was eleven dollars and fifty-five cents in the city and six dollars and ninety-three cents in the towns. Average number of terms the teachers have taught, in the city, sixteen; in the towns, eight.

In this commissioner district there are forty-seven school districts, of which forty-three are common, three union free school and one joint. Number of districts having one trustee, twenty-two; having three trustees, twenty-five. There are fifty school buildings; thirty-two frame, fifteen brick, two of stone and one concrete. Number of volumes in district libraries, 7,479. Estimated value of same, \$6,251.

Arbor Day was observed by forty-one districts.

I have visited all the schools in my district from two to eleven times, except No. 24, Saugerties, which was closed at the time of my second visit. These visits afforded excellent opportunities for giving instruction in the subjects outlined in the course of study, and to that end I visited most frequently those schools whose teachers needed the most assistance and advice.

In looking back over the past two years and nine months, I find cause for congratulation. My teachers have performed the duties assigned them cheerfully and to the best of their ability. The regular quarterly meetings of the teachers' association were maintained throughout the school year. Our course of study has been adopted by nearly all the schools. It furnishes a natural order of studies; it presents variety; it meets the capacity of the average pupil; it is a guide for teachers and scholars. Pupils completing the course are admitted to the preparatory department of Kingston Academy without reëxamination.

Better results would follow the classification and gradation of the schools if something could be done toward supplying uniform textbooks throughout the county.

Better seating has been furnished in several of the schools, and better ventilation secured in nearly all.

Tardiness and irregular attendance have been overcome to some extent.

Industrial drawing and physiology and hygiene are taught in all the schools with varying success.

Many teachers are awakening to the fact that there is a profession of teaching and are making better preparations for the important work in which they are engaged. I have this year recommended twelve candidates to the normal schools, three to Albany, one to Oswego and eight to New Paltz.

The influence of the training class upon the rural schools is marked, in providing for them a class of teachers of a higher grade of qualifi-

cation than it was possible to secure under the former order of things. The training of these young people in every county of the State renders possible the successful introduction into the schools of improved methods of instruction.

KINGSTON, N. Y.

ULSTER COUNTY — SECOND DISTRICT.

GEORGE TERWILLIGER, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Esopus.....	16	16	20	944	86,850	\$14,200	\$1,442,949	\$2,649 24	\$6,115 94	19
Gardiner.....	9	9	9	446	34,300	6,550	547,860	1,157 92	2,434 62	17
Lloyd	9	11	12	678	57,657	6,050	541,350	1,913 60	2,919 06	5
Marlborough....	7	8	13	710	68,728	18,200	672,577	1,780 57	5,001 02	9
Marbletown	14	17	17	881	72,831	12,150	706,167	2,499 40	3,178 11	19
New Paltz	6	5	7	444	52,622	6,435	481,810	1,238 18	825 00	23
Plattekill	8	8	9	412	32,371	6,140	306,214	1,164 66	1,485 59	10
Rosendale	7	11	15	1,335	127,477	15,500	1,051,419	3,184 89	5,168 30	10
Shawangunk	8	9	12	522	55,150	5,795	344,375	1,796 48	2,748 81	39
Total	84	94	114	6,372	587,986	\$91,020	\$6,094,721	\$17,384 94	\$29,876 45	151

IN GENERAL.

Most schools of this district have shown marked improvement the past year. There are a few districts, I am sorry to say, where it seems almost impossible to arouse an interest in school work. In such districts the idea that "any teacher is good enough for our school" is prevalent, and the least possible amount of money is raised by tax for teachers' wages. The schools of these districts are not kept open a day longer than the legal term, and the cheapest teacher to be found "keeps" school. The law requiring at least thirty-two weeks of school has had a healthy effect upon districts like the above.

A large portion of my time during the year just passed has been spent in these districts, and while much opposition has been met, I have succeeded in making several improvements without employing my extreme authority as commissioner. In spite of these exceptional cases, the general condition of the schools under my charge is healthy. The following table explains itself:

	Whole number of children attending school.	Aggregate days' attendance during school year.	Amount of money raised by tax.
1888.....	6,232	548,325	\$26,358 94
1889.....	6,319	550,735	26,718 11
1890.....	6,372	587,986	29,876 45

The uniform examinations continue their good work. All objections to them have not been withdrawn, but have become less frequent. Teachers now realize that these examinations are a fixture and generally submit gracefully.

Noticeable improvements have been made in school buildings and grounds. One new school-house has been built and another is under way. The beautifying of school grounds is receiving considerable attention.

Although I have sent out circulars of instruction to trustees, a large number of trustees' reports reach me in a badly mixed condition. In some cases I have been compelled to return reports two or three times for correction.

School libraries, except in a few of our best schools, consist of a number of small, musty books, books upon abstruse subjects. These books are brought to light regularly every year to be counted by the trustee and to have their value over-estimated by him in his annual report. In some districts the number varies so much from year to year that I am inclined to think they are not even counted each year.

HIGH FALLS, N. Y.

ULSTER COUNTY — THIRD DISTRICT.

EDWARD C. DOUGLAS, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Denning	10	12	10	230	19,455	\$3,125	\$62,059	\$938 42	\$1,139 48	13
Hardenburgh	9	12	9	212	18,475	2,125	93,989	964 70	927 38	13
Olive	16	21	17	691	63,681	8,200	380,847	2,181 24	1,264 67	32
Rochester	16	17	18	866	79,464	11,350	405,984	2,402 15	3,512 93	75
Shandaken	13	24	15	660	59,525	10,850	824,359	1,980 58	2,522 53	45
Wawarsing	29	48	47	2,144	219,397	41,110	802,627	6,933 83	8,865 50	47
Woodstock	7	8	8	303	28,135	3,250	449,998	1,000 62	930 81	13
Total.....	100	142	124	5,008	488,132	\$80,010	\$3,019,863	\$16,401 54	\$19,163 30	238

NO RETROGRADE MOVEMENT.

There has been, I am glad to say, no retrograde movement in the schools of this district during the past year. On the contrary, there has been a general advance all along the line. The teachers of this district, I think I can safely say, were never doing better work than at the present time. Never has there existed among them so great a desire for improvement in methods of teaching, in scholarship, and in all lines pertaining to their work.

The uniform examinations have been instrumental to a great extent in bringing about this healthy condition of affairs. Every teacher in this commissioner district who holds a valid license, so far as I know,

is now actively engaged in the work of teaching, excepting a very few who have discontinued the work for a short time on account of poor health. I should judge that we now have about fifteen teachers from other districts now teaching in this district. But few teachers living in this district have gone elsewhere to engage in the work. We have at the present time several vacant schools with no licensed local teacher to fill them.

I am now giving some attention to a course of study which will be well adapted to the wants of our rural schools; not so rigid as to prevent individual and original effort on the part of the teacher, but which will systematize the work in all the schools of the district, serve as a guide to the inexperienced teacher, and insure that the schools will be conducted in an efficient manner.

One of the greatest drawbacks to our rural schools is the irregularity of attendance on the part of the pupils. I am glad to see by the reports of the various trustees that there has been a decided gain in this respect in nearly every town of the district. Still there is need of a compulsory education act. I believe the time is fast approaching when we should bestir ourselves on the township system.

There can be no doubt in the minds of intelligent observers that our schools have received a healthful impulse which is to continue, and, with careful and well-directed effort on the part of the leaders in educational affairs, will produce grand results in the Empire State.

ELLENVILLE, N. Y.

WARREN COUNTY.

J. FREEMAN WELLS, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Bolton	9	7	10	268	22,556	\$3,895	\$357,850	\$1,067 39	\$1,008 78	17
Caldwell.....	8	5	9	307	24,779	6,100	680,192	1,093 09	1,633 96	14
Chester	17	21	21	615	47,249	7,520	388,165	2,302 07	2,739 06	38
Hague	6	7	7	181	13,031	1,315	145,195	695 50	858 13	7
Horicon.....	10	11	11	366	29,401	3,085	156,492	1,339 56	1,070 18	25
Johnsburgh	20	21	19	663	50,591	6,345	431,639	2,166 78	2,380 16	42
Luzerne.....	12	8	12	425	36,769	4,800	165,635	1,470 43	1,743 89	12
Queensbury	18	15	43	1,875	189,028	62,895	3,851,368	7,444 23	13,716 43	19
Stony Creek	10	6	11	365	26,857	3,475	123,240	1,281 09	811 43	10
Thurman	11	7	11	245	16,021	2,590	78,750	1,068 70	600 63	6
Warrensburgh ..	10	9	14	449	43,336	11,120	380,385	1,671 66	3,055 84	15
Total.....	131	117	168	5,759	499,618	\$113,140	\$6,758,911	\$21,600 50	\$29,618 49	205

CONDITION OF SCHOOLS.

The condition of the schools in this county is slowly improving. Our union schools are doing good work, which is appreciated by the people of the towns in which they are located. This is determined by

the large number of non-resident pupils attending. Glens Falls Union School, the largest in the county, ever since it was formed has been under the charge of Superintendent Sherman Williams, is one of the best schools in the State. Warrensburgh Union School, under the charge of Principal Fred. N. Moulton, has made wonderful progress, and now ranks as one of the best schools of its size in this part of the State, over which floats an American flag presented by Charette post, 558, G. A. R. The presentation exercises were held on Arbor Day and were very interesting, especially the "flag drill by the school; presentation of flag; address by Captain M. N. Dickinson; acceptance by Principal Fred. N. Moulton." We have several village schools that are not union schools that should be classed with those doing satisfactory work.

MISCELLANEOUS.

The teachers' institute held at Lake George during the week beginning September twenty-ninth, was conducted by Mr. Charles T. Barnes, assisted by Superintendent Sherman Williams, of Glens Falls Union School, also Principal Fred. N. Moulton, of Warrensburgh Union School. Miss Kate S. Woodruff, of Plattsburgh Normal School, gave instruction in form-study and drawing in a very interesting and practical manner. The close attention of the teachers to all of the exercises and the regular attendance leads me to believe that much good was accomplished.

As the people become better acquainted with the uniform examinations and realize the good results obtained for our schools by requiring teachers to better fit themselves for their important duties the better satisfaction it gives. The only dissatisfaction is from those who care only to have the schools run as cheaply as possible, without any regard to results.

Two new school-houses have been built during the year, others have been thoroughly repaired, but the work of improvement is very slow as a great many more need repairing or new buildings. A large training class is receiving thorough instruction at the Warrensburgh Union School.

I believe some practical compulsory attendance law should be enacted by the Legislature, as too many children are allowed to run the streets and grow up in idleness. Some improvement has been made in attendance. Last year I reported the total attendance in the county 457,860 days; while this year the total is 499,618.

The hundred dollar quota bill, passed by the Legislature last winter, was a step in the right direction, as it will relieve the poor districts in this county very much.

ADIRONDACK, N. Y.

WASHINGTON COUNTY—FIRST DISTRICT.

JOSEPH W. BARBUR, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Argyle	16	32	16	454	41,623	\$7,750	\$1,185,455	\$1,861 98	\$1,741 78	46
Cambridge	11	26	13	437	36,089	6,400	1,263,886	1,482 89	1,770 62	12
Easton	18	35	18	391	33,624	9,000	1,326,148	1,797 08	2,344 90	47
Fort Edward ...	9	17	21	897	99,510	12,000	1,096,642	3,113 71	4,689 23	5
Greenwich.....	16	32	27	1,117	120,110	21,256	1,954,725	3,554 05	8,539 11	24
Jackson.....	10	20	10	221	18,119	4,400	670,280	1,043 95	1,054 27	13
Salem	18	29	24	620	60,244	35,875	1,520,155	2,784 33	6,275 79	13
White Creek....	11	25	21	847	87,221	13,600	1,487,496	2,937 28	4,888 38	45
Total.....	109	216	150	4,984	496,540	\$108,281	\$10,504,787	\$18,575 27	\$31,304 08	205

CONDITION OF SCHOOLS.

The schools of this district have in the main been in good working order, many of them being well supplied with the necessary equipment for successful work, and taught by competent, faithful and energetic teachers. Trustees have in many cases sought after teachers of known merit and ability, thus recognizing the fact that it is not possible to maintain a satisfactory term of school with a teacher whose previous attempts in this work have been attended with partial or entire failure, and when the fact is stated that we have had but two complaints of inefficiency within the past twelve months, and in one of these cases the teacher accepted my advice and closed the school, it would seem that we may fairly claim that our schools are moving as smoothly as can be expected.

In many instances such a degree of pride is manifested by the people of a district in the condition of the school grounds and buildings, and in the school maintained, as to make a visit there a source of much pleasure, and to cause the indulgence of a hope that the time is not far distant when the same sentiment and conditions shall obtain in the majority of our schools.

A new school-house has been erected in district No. 13, Greenwich, and one is in process of erection in No. 10, White Creek. Repairs have been made upon many others, and the school buildings as a whole are in a creditable condition.

INSTITUTE.

The teachers' institute held at Greenwich, September twenty-ninth, was one of the most profitable and instructive ever held in this district. It being the first visit of Professor Stout to this county, some apprehension was manifested by the teachers as to his ability to conduct an institute in such a manner as to be of value to them in their work, but as the week wore on expressions of pleasure and satisfaction were to be heard, and the general verdict was one of approval.

The assistance rendered by Dr. Milne and Miss Stoneman, of the Albany Normal College, was of an excellent nature, and added much to the effectiveness of the week's work. The principals of our graded schools are also deserving of much credit for the excellent papers submitted by them, and the interest they manifested in all the exercises.

A DESIRABLE CHANGE.

The most important action taken by me during the year, and from which it is hoped the greatest good may result, was the consolidation of district No. 1, Cambridge, with No. 10, White Creek. Former commissioners had been convinced of the advisability of such a course, but were prevented by the many obstacles constantly arising, and which tended to make the task difficult and unpleasant. The future will, it is believed, fully justify the action taken, and if instead of two moderately successful schools in the village of Cambridge we shall find one strong, prosperous school, which is in no sense inferior to those which are maintained by her sister villages, then it will be a source of pleasure to think that it was my fortune to assist in bringing it about.

GREENWICH, N. Y.

WASHINGTON COUNTY — SECOND DISTRICT.

WILLIAM H. COOK, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Dresden	10	9	10	193	16,888	\$3,815	\$166,487	\$961 11	\$1,042 56	19
Fort Ann	20	32	23	618	60,070	9,520	603,016	2,645 74	3,056 82	35
Granville	19	40	30	1,130	107,998	21,310	1,358,550	3,675 18	6,210 88	25
Hampton	6	15	6	177	14,145	2,505	219,706	633 06	561 08	..
Hartford	13	24	13	353	29,285	7,360	757,390	1,454 47	1,557 97	11
Hebron	17	30	19	504	48,345	7,020	878,332	2,118 81	1,853 49	26
Kingsbury	14	27	29	1,200	135,408	33,420	1,522,929	4,227 22	7,456 89	16
Putnam	6	7	6	138	10,535	2,335	258,361	667 86	842 12	..
Whitehall	14	22	31	1,116	131,540	26,680	1,387,813	4,287 51	7,139 97	8
Total	119	206	167	5,429	554,214	\$113,965	\$7,152,584	\$20,670 96	\$29,727 78	140

PROGRESS.

In submitting their annual report it is customary for all supervising school officials to "report progress," and when I reiterate this well-worn expression I trust that it will not be considered as a relapse into the stereotyped form.

It affords me pleasure to report that there has been progress made during the past year. It is quite true that we have some indifferent teachers, some indifferent trustees, and several school buildings that could be improved; yet, looking at the year's work in the aggregate, it is easy to see that advancement has been made. As an indication

of this I regard public sentiment as the most reliable gauge. There has never, during my two terms, been such a demand as now for good teachers. Trustees are not asking for cheap but for good teachers. Another evidence is the increased attendance at our normal schools. Since January seventeenth eight persons have applied for admission to the normal schools.

A teachers' class of ten was instructed at the Sandy Hill Union School during the winter, and at the present time another class of fifteen is studying under the very capable management of its accomplished principal, Miss Frances A. Tefft. The persons who have taken the course prescribed by the Department for teachers' classes are doing good work in our schools. Next to a course in a normal school I would recommend the teachers' classes as a means of improvement for our teachers.

EXAMINATIONS.

The critique passed upon the monthly system of teachers' examinations in the report for 1889 is equally valid to-day. The examinations, or at least six of them, should be held during the months of March and August, three in each month, and at three different points, and all in the same week. This would afford all portions of the district an equal chance at a time when examinations are required. The other two dates could be assigned to April and September, respectively, giving persons who, from any cause, failed to attend the other examinations an opportunity to try, and also enabling those who failed to retrieve themselves, if possible. I can see no reason why such a plan would not be proper. It would save teachers much expense and trouble.

It may be proper in this connection to state that experience has fully demonstrated the fact that the second-grade examination is too long for a single day, and it is certainly asking too much of teachers to extend it into two days. I can see but one remedy, and that is to curtail it. A careful computation, based upon the October examination, shows that after the time necessarily used in recording candidates, conducting reading examinations, and writing the required composition, less than five minutes remain for each question. Any person at all conversant with examinations must know that an average of five minutes per question, in a difficult examination, is not sufficient time to enable a person to properly consider the subject and write out an intelligent answer. The questions required in the last examination were eighty in number in nine different topics, and only six hours given in which to do the work, and I am confident that many failures are attributable solely to lack of time. Space will not permit of a discussion in this report of any remedy for this evil, but I invite your serious consideration of the subject.

LEGISLATION.

The change in the law making the minimum time of hiring sixteen weeks was highly acceptable to this district. The law met with universal disfavor, and it worked serious inconveniences in many cases.

The passage of the bill making the district quota \$100 was received with pleasure by our people. It was just and much-needed legisla-

tion, and will accomplish what was intended, viz., relieving weak districts. Now that this salutary measure is an accomplished fact, I can see but little in the way of legislation that is required. Let us improve our system as it is, rather than neglecting present benefits — travel the dim pathway that leads to some educational Utopia.

What we most need now is good, honest hard work on the part of teachers, trustees and school commissioners. Our school system is a grand one, and it needs but efficient workers in its various departments to make it highly successful.

HAMPTON, N. Y.

WAYNE COUNTY—FIRST DISTRICT.

EVERETT O'NEILL, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Butler.....	8	19	12	372	36,129	\$6,575	\$582,985	\$1,390 79	\$1,836 81	31
Galen.....	15	31	30	1,173	135,479	52,965	3,736,299	49,011 12	7,142 48	70
Huron.....	11	12	11	368	31,164	4,850	758,872	1,210 84	1,267 33	24
Lyons.....	12	24	28	1,189	166,303	69,000	2,810,069	4,491 44	8,809 08	12
Rose.....	12	21	14	527	52,099	10,925	1,129,281	1,831 17	2,228 62	11
Savannah.....	10	30	16	492	52,108	10,750	1,345,026	1,879 95	3,954 29	60
Sodus.....	23	42	26	1,126	106,611	20,510	2,405,969	3,384 99	3,537 00	67
Wolcott.....	11	22	27	985	107,852	21,555	1,500,094	3,450 02	4,672 90	40
Total.....	102	211	164	6,332	687,745	\$197,130	\$14,268,595	\$22,540 32	\$33,448 51	315

GENERAL CONDITION OF SCHOOLS.

The schools of this district are generally in good condition, and steadily improving. This is due, in a great measure, to a growing public sentiment in favor of good schools, and to the excellent and constantly improving quality of the teachers employed. Great credit is due the teachers of this district for their zeal in their work, and their desire to raise teaching to a profession.

Within the past three months twenty-three persons have been recommended by me for appointment to the State normal schools, and many others have declared their intention of attending them in the future. I feel confident that, if my schools do not rapidly improve, it will not be the fault of the enthusiastic, well-trained teachers, but the fault of our present school system and its attendant circumstances.

Great progress is being made in the graded schools. These, as a rule, are obtaining normal-trained teachers as fast as vacancies occur.

The condition of the common schools in many cases would be much improved if there was more system in the school work, more regular attendance and a less desire to run the schools for the least money possible, regardless of the consequences.

MISCELLANEOUS.

The school buildings, with two or three exceptions, are in fair condition and comfortable. All new buildings are well ventilated. The new school building at Lyons is nearly completed at a cost of over \$50,000. This building, with its equipment, will compare favorably with the finest of its kind in the State.

Arbor Day was observed in seventy-eight schools and 315 trees were planted. In many districts much interest was taken in the observance of the day. The full intent of the Arbor Day law can not be carried out in some school districts, until the sites are enlarged. Of the 114 school sites in this district, thirty-seven contain less than one-fourth acre of land, and sixty-four contain one-fourth acre or less.

One of the most interesting and instructive institutes ever held in this district was held recently at Clyde, September twenty-ninth to October third. Professor A. S. Downing, conductor, assisted by Dr. C. D. McLean, Professor I. P. Bishop, and Miss Ella Richardson. This institute was a great benefit and inspiration to all teachers attending, and furnished evidence that the Department intends to make the institute work of a high order.

Realizing the importance of the fact, I am pleased to report that more than 100 of my teachers take and read educational papers.

During the past year a district teachers' association has been organized, which its friends hope will become a permanent educational factor of the district.

Most excellent work is also being done in township associations, which is especially the case in the Sodus association, whose programs are very interesting.

In conclusion I wish to state my conviction that, notwithstanding the progress already made, much hard work must yet be done by all connected with our schools before they reach perfection.

SAVANNAH, N. Y.

WAYNE COUNTY — SECOND DISTRICT.

MARK C. FINLEY, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Arcadia	23	34	36	1,362	142,491	\$32,225	\$3,015,000	\$5,402 22	\$6,423 60	55
Macedon.....	13	22	15	615	55,225	17,650	2,131,000	1,959 10	3,195 66	12
Marion.....	13	24	14	540	44,451	8,425	1,385,000	1,668 45	2,196 28	21
Ontario.....	14	25	16	681	61,328	10,860	1,262,000	1,991 93	2,718 60	57
Palmyra.....	13	23	23	864	101,683	12,200	3,312,000	3,967 91	7,960 53	26
Walworth.....	11	21	11	503	46,150	7,860	11,720,000	1,446 79	1,461 41	23
Williamson.....	14	25	16	694	53,550	8,635	912,000	2,028 92	2,695 38	61
Total.....	101	174	131	5,169	504,878	\$97,845	\$13,189,000	\$18,465 32	\$26,651 46	255

IN GENERAL.

The condition of the schools in this district is gradually growing better. The teachers are working hard to create more interest and do better work. The irregular attendance of the pupils, caused undoubtedly by the meager interest taken by the parents, is a great hindrance to the work. This should be overcome by some means, compulsory or otherwise. The frequent change of trustees and teachers affects more or less the efficiency of the schools. I am satisfied that a return to the old system of three trustees would be preferable.

The uniform examination is still doing good work in promoting the efficiency of teachers. A higher standing for a third-grade certificate I think, would be well. If the standing was fixed at sixty-five per cent, instead of sixty per cent, we should have less third-grade teachers, it would keep them at school longer, they would be older and more mature in judgment when they commenced teaching. This, or a change in the law as to age, would be for the best interest of the schools.

Institutes and training schools are doing much for the teachers. The institute held in this district in May last by Conductor Stout, assisted by Dr. J. M. Milne and Miss Ella Richardson, although not largely attended, was productive of much good. Professor Stout made it lively and interesting for the teachers; Dr. Milne put in some solid work, and Miss Richardson's work in drawing was capital. The institute was a decided success. The training school at Macedon, under Professor Clark, did some very good work. The institute and training school, when properly conducted, are a great help to the teachers.

The school buildings, with two or three exceptions, are now in good condition. One new school building has been built during the past year, at a cost of about \$800, others have been largely repaired and newly seated. A new union school building is to be erected at Newark during the coming year, at a cost of \$30,000. The people are taking more pride and interest in keeping the grounds and out-buildings cleanly and in good repair.

Arbor Day was pretty generally observed, many trees planted and appropriate exercises held. About 255 trees were planted, so that in a few years the school grounds will present a beautiful and attractive appearance instead of barren waste as heretofore.

PALMYRA, N. Y.

WESTCHESTER COUNTY — FIRST DISTRICT.

JARED SANDFORD, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of district.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Eastchester ...	5	23	60	2,695	362,768	\$236,500	\$4,625,705	\$9,531 20	\$59,936 20	13
Mamaroneck ..	1	4	5	351	39,417	55,000	1,492,606	944 02	9,100 00	....
New Rochelle..	3	5	24	1,321	172,972	88,900	3,250,325	4,031 42	32,154 14	18
Pelham	2	4	8	411	52,798	16,500	874,282	1,460 80	5,632 57	3
Rye.....	5	11	22	1,203	156,824	63,500	3,179,975	3,957 52	20,562 20	4
Scarsdale	1	1	1	38	4,617	3,500	418,050	140 10	600 00	....
Westchester...	4	19	25	1,214	145,907	102,710	2,835,015	3,643 52	26,384 04	12
Total.....	21	67	145	7,233	935,303	\$566,610	\$16,675,958	\$23,708 58	\$154,369 15	50

The several schools in my district are in excellent condition. The past school year was most prosperous.

The uniform examination system has proved to be a decided success.

Mt. VERNON, N. Y.

WESTCHESTER COUNTY — SECOND DISTRICT.

JAMES B. LOCKWOOD, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Greenburgh	10	14	38	1,650	218,568	\$106,700	\$9,872,272	\$6,328 19	\$28,629 08	18
Harrison.....	5	5	5	185	18,786	5,410	1,082,849	610 77	1,965 98	7
Mt. Pleasant....	10	10	18	832	91,659	32,525	2,153,486	2,751 36	9,678 06	10
North Castle....	7	7	7	246	24,751	5,820	461,173	920 81	2,247 16	14
Ossining	6	15	33	1,563	209,982	77,421	3,393,655	6,506 46	24,066 49	25
White Plains ...	2	6	10	462	61,050	44,600	1,531,219	1,718 39	9,328 88	3
Total	40	57	111	4,938	624,796	\$272,476	\$18,494,654	\$18,835 98	\$75,915 65	78

CONDITION OF SCHOOLS.

There are in this commissioner district forty school districts. One district (No. 1 in the town of North Castle) has had no school for a number of years. The thirty-nine districts employed 111 teachers at the same time during the last year. The schools, with very few exceptions, did good work during the year. Our terms generally extend from September to July, and the division of the year into fall,

winter and spring terms with a different teacher each term is unknown to us.

Our teaching force changes but little from year to year, and to this fact the excellence of our schools is largely due. There are twenty new teachers in the district this year. Of this number, only five are without previous experience or professional training.

We have lost two of our experienced teachers, Mrs. Mary Babcock, of Hartsdale, and Miss Harriet E. Patrick, of Valhalla. After a long term of faithful service in their respective schools they have voluntarily retired from the profession, leaving behind them a splendid record and an influence that will long be felt in the district.

MISCELLANEOUS.

My detailed report on uniform examinations is sent herewith. The results during the year have been satisfactory, and my previously expressed opinion of the system is unchanged.

Our teachers' institute, held last spring at Mt. Vernon, was very successful. It was conducted by Professor Stout, assisted by Professor James M. Milne, John Kennedy and Miss Ella M. Richardson.

Our county teachers' association is in a flourishing condition, with Principal Sprague, of Rye, as president. The principals and superintendents of the county also formed an association last spring. The latter association is not intended to interfere in any respect with the usefulness of the teachers' association. The name of Superintendent Charles E. Gorton, of Yonkers, at its head, as president, is a guarantee that it was organized for work.

The Irvington district which contains three school-houses is to replace the frame building at East Irvington with a substantial brick structure. There is, unfortunately, some opposition to the proposed plans, on the ground of extravagance, but as the assessed valuation of the district is \$3,118,175, the burden of taxation for this improvement will not be very heavy.

There was a marked improvement in the celebration of Arbor Day, and in the interesting and instructive exercises attending its observance. In several districts added interest was given to the program by the presentation of flags. In other districts flags have also been presented during the year. It is to be hoped that the practice of making such gifts will grow, and that the time will soon come when the stars and stripes will float over every school-house in the country during its daily sessions. We aim to educate our boys and girls so that they will become practical men and women, and good citizens. The daily object-lesson afforded by our national emblem will be a long step toward their patriotic education, without which their preparation for citizenship will be incomplete.

In the matter of needed legislation a compulsory education law and a free text-book law are foremost in the catalogue of our wants.

WHITE PLAINS, N. Y.

WESTCHESTER COUNTY — THIRD DISTRICT.

TIMOTHY C. ADAMS, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of district.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Bedford.....	15	18	18	608	68,322	\$19,465	\$1,897,441	\$2,342 30	\$5,833 81	20
Cortlandt.....	18	29	46	2,658	306,441	77,275	4,558,082	7,934 15	25,479 71	14
Lewisboro.....	8	7	7	228	23,806	5,520	812,576	828 89	1,302 34	24
New Castle.....	8	5	9	301	30,067	6,326	778,213	1,060 24	2,496 13	5
North Salem....	5	9	7	191	17,306	4,475	504,518	788 11	1,275 81	4
Poundridge.....	7	7	6	142	12,876	3,025	286,703	646 17	857 07	....
Somers.....	7	10	8	333	33,451	3,885	1,243,734	1,075 53	2,532 72	6
Yorktown.....	8	12	11	378	37,883	9,150	1,236,021	1,335 28	3,525 19	7
Total.....	76	97	112	4,839	530,152	\$129,121	\$11,317,288	\$16,010 67	\$43,302 78	80

GENERAL REMARKS.

Since my report of last year no great changes have taken place among the schools of my district. It is certain that there is a growing interest manifested throughout the entire district, by trustees and boards of education, in securing better teachers, and a willingness to pay increased salaries.

During the last year the visits of trustees and parents to their respective schools have been more frequent than heretofore, resulting very naturally in an increased interest, both to the teachers and pupils in their work. This is as it ought to be, and I have encouraged by every possible means, trustees and parents to frequently visit their schools, and thereby show an interest in the work that is being done for the benefit of their children.

Under the uniform examination there has been employed a better qualified class of teachers than before, and a corresponding increase in salaries has been the result. It is to be hoped that in the near future a still greater increase in salaries may be warranted, through more thorough knowledge, more systematic instruction and still greater educational interest on the part of teachers. The low salaries heretofore paid are not altogether the fault of the trustees or the district, and when we are rid of incompetent teachers, the ordinary taxpayer will cease to consider the school tax a burden. I am satisfied that the Department of Public Instruction has done more during the past few years, to secure this end, than had been done for a generation before.

If the Department can solve the problems of how to prevent truancy, and how to secure uniform text-books in our rural schools, it will merit the highest commendation of the educators of the State, and of the general public.

A parochial school having been established at Verplancks, the number of pupils in the public school was greatly diminished, necessitating a corresponding reduction in the number of the teaching force.

Miss Ellen Curry, formerly vice-principal of the Drum Hill school, Peekskill, is principal of the school. Under her efficient management the school has been steadily increasing and another teacher will probably be required very soon.

Principal John Millar, who has had charge of the union free school of Mt. Kisco, for several years past, having resigned to take the principalship of the Drum Hill school, Peekskill, Miss Adelaide Norris, formerly vice-president, was promoted to succeed Mr. Millar. She is doing excellent work, and her success seems already assured.

At Croton Landing an addition to the public school building has been completed, at an expense of about \$4,000 and an additional teacher has been employed.

The facilities for work, and an increased interest in educational matters have produced very satisfactory results.

The school building of Yorktown, being too small to accommodate the increased number of pupils, an addition has been made, and one more teacher employed.

Arbor Day was generally observed in the various districts, and many trees, plants and shrubs were planted. Not only the schools, but the citizens generally, are taking an interest in the observance of the day. Local rewards have been offered to those schools, showing the greatest amount of improvement and ornamentation of grounds on next Arbor Day. There is little doubt that the celebration of this day, will in the future be one of the most interesting events in the school year.

BEDFORD STATION, N. Y.

WYOMING COUNTY—FIRST DISTRICT.

C. HERBERT FOSTER, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Attica	12	27	22	642	78,616	\$33,355	\$1,292,984	\$2,695 80	\$4,332 59	45
Bennington	14	32	16	475	36,967	7,045	794,257	1,695 22	1,741 26	29
Covington	6	16	8	288	24,466	4,200	738,271	1,082 15	1,127 17	10
Middlebury	12	26	16	500	46,332	9,105	1,021,552	1,771 98	2,383 02	18
Orangeville	6	12	6	204	16,937	2,545	312,446	699 78	692 89	10
Perry	9	17	17	663	81,983	28,725	1,489,823	2,898 82	4,581 89	38
Sheldon	15	33	18	743	57,120	7,890	1,106,520	2,128 13	2,537 60	27
Warsaw	11	26	21	890	104,395	40,880	2,013,285	2,992 86	2,654 57	41
Total	85	189	124	4,405	446,816	\$133,745	\$8,769,138	\$15,964 74	\$20,050 99	218

IN GENERAL.

I have reason to believe that the schools under my jurisdiction are steadily improving, both in regard to methods of instruction and in

modes of discipline. Teachers, as a rule, are striving to improve their schools by using knowledge gained at institutes as well as by hints obtained from educational journals, with which most of them are supplied.

The uniform examination system has the desired effect of making teachers progressive and better able to do good work in the school-room.

The teachers' institute for this district held at Warsaw, beginning November eighteenth was in charge of O. W. Sturdevant, A. M., assisted by Irving P. Bishop, of the Buffalo Normal School, Augusta L. Balch, of the Oswego Normal School, and Thomas B. Lovell and Irving B. Smith, local teachers. The session throughout was highly interesting and profitable. The universal judgment expressed by teachers in attendance was that the work presented was more instructive than that of any other institute held in this district. Professor Sturdevant came to us, a stranger, but by his earnestness and kindly feeling toward the teachers, left many warm friends.

Arbor Day was more generally observed than a year ago, and the patrons of schools seem to be more interested in beautifying the school grounds.

SUGGESTIONS.

Third-grade certificates should be good for one year from date.

Teachers should be hired by the year subject to dismissal for good reasons.

Compulsory education law should be so revised that it may be enforced.

School commissioners should be subject to some standard of qualification as well as the teacher. Let the law require that he hold a first-grade teachers' certificate or a diploma of greater value.

WARSAW, N. Y.

WYOMING COUNTY — SECOND DISTRICT.

M. JEAN WILSON, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Arcade	11	23	14	451	47,831	\$14,425	\$984,872	\$1,814 45	\$2,384 88	30
Castile	14	22	19	521	63,724	10,045	1,438,362	2,235 86	3,342 26	29
Eagle	11	22	12	308	26,617	6,100	670,732	1,273 96	1,715 58	12
Gainesville	11	19	14	495	49,139	8,500	962,237	1,637 58	2,849 31	16
Genesee Falls	4	8	5	129	10,434	2,775	275,481	558 37	842 87	5
Java	10	17	12	447	39,541	6,605	842,591	1,522 79	1,691 36	7
Pike	8	15	9	272	24,970	4,600	718,417	1,088 60	1,039 89	13
Wethersfield	10	17	10	260	20,783	3,560	461,524	1,026 84	1,241 19	17
Total	79	143	95	2,883	283,039	\$56,610	\$6,354,216	\$11,158 45	\$15,107 34	129

GENERAL OBSERVATIONS.

There is in this district a marked increase in the size of the farms of individual landowners. It is quite a common occurrence for a well-to-do farmer to purchase a farm on each side of the homestead and then allow the houses on these farms to go to decay. The persons selling go to the villages or cities. This, together with the fact that families now are smaller than formerly, has the effect of overcrowding city and village schools and bringing the attendance in the rural districts down very low. We have presented to our view the contrast of 10,000 children in New York city without school accommodations, and a school district in this county in which no school is maintained, for the reason that there are no pupils to attend. This district will necessarily have to be annulled, but there are many more with an attendance of from three to seven. Now, it is a delicate question to decide just when a school district should be thrown up, but it is a question that will of necessity come before school officers in this commissioner district frequently in the near future.

Many school-houses have been repaired and newly seated in the last year, and the school-house at Java Center has been so arranged as to accommodate two teachers instead of one as heretofore. It is gratifying to note the improvements in this line made in the last two years.

The interest and progress in our schools show a healthy condition of the public school system. Teachers are receiving at least one-fourth higher wages now than two years ago, and, as a rule, trustees are willing to pay the advanced price, asking only that they receive good service in return.

The teachers appreciate the fact that the advanced wages they are receiving are the direct result of the adoption of the uniform examination system, and, consequently, favor it. There are some, however, who object to the frequency of examinations. The query of Commissioner Harris, of Saratoga county, in last year's report can, I think, be safely answered in the affirmative as many well-qualified teachers with years of experience have never studied the advanced subjects required for a first-grade certificate and it is asking a great deal of them to stand an examination every two years with the continual prospect of a possible failure. The query is this, "Would it not be wise to allow the renewal without reexamination of second-grade certificates averaging eighty-five per cent. or in place of this, to exempt from subsequent examination those who have held two second-grade certificates?"

Arbor Day was quite generally observed, a total of 129 trees being planted. In those districts having an abundance of shade trees the day was generally observed by appropriate exercises, the planting of shrubbery and the making of flower beds. The result has been noted in the beautifying of school grounds. In this connection I would observe that the site in many districts is very small, and I have found it almost impossible to persuade a district to enlarge the grounds by the purchase of adjoining land.

In conclusion, I would say that the public schools of this district are in a fairly satisfactory condition, and at this time near the end of three years of pleasant work I take occasion to thank the Department for its many favors and kind consideration.

BLISS, N. Y.

YATES COUNTY.

JAMES A. THAYER, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Barrington	10	25	12	286	25,628	\$4,300	\$819,135	\$1,294 05	\$1,303 82	53
Benton	10	24	12	415	38,101	9,000	1,713,313	1,590 03	2,691 44	19
Italy	9	22	11	280	30,930	3,450	604,393	1,288 06	1,030 02	41
Jerusalem	17	39	20	667	59,604	9,025	1,737,016	2,481 24	3,961 01	100
Middlesex	8	15	9	284	27,729	5,200	539,578	1,122 84	1,331 50	26
Milo	12	45	28	1,104	144,771	26,050	1,924,918	4,401 21	6,435 49	81
Potter	11	24	15	432	43,778	5,275	1,030,579	2,132 58	2,270 34	55
Starkey	10	21	12	379	39,373	5,100	1,434,123	1,557 48	2,633 37	16
Torrey	6	13	7	209	22,100	5,500	830,991	889 37	1,863 12	10
Total	93	228	126	4,056	432,014	\$72,900	\$10,634,046	\$16,756 86	\$23,520 11	401

CONDITION OF SCHOOLS.

I can not report as great advancement in the schools under my supervision as I could wish, though in a majority of them good thorough work is being done. In schools which employ the same teacher for a number of terms, the instruction seems to be more beneficial than in those where frequent changes occur. Trustees are careful in hiring to engage suitable teachers, and in a great measure have succeeded. The limited supply of good teachers in this county has become a source of embarrassment to those most interested, and unless some change takes place soon, it will doubtless lead to serious complications. If teaching could be made a business instead of a "school" for aspiring young men and women, much of the annoyance incident to the management of our country schools would disappear. The deserving teacher is being sought out, and employed by persons desiring his services in business, paying him a handsome advance on his wages as a teacher. This alone is a serious drawback on the success of our schools. In the country, the farmer especially, has met with serious reverses, and the school is one of the first to suffer.

The school building in Dundee is completed, and three teachers are employed there instead of two as heretofore. District No. 3, Potter, is building a large and commodious house. District No. 4, Milo, has made extensive repairs on their house, while many others have been repaired and newly seated. More interest is taken in the comfort of school children by the parents, and it is only a question of time when every old school-house will be replaced with modern structures.

Arbor Day was generally observed, and another year doubtless very few schools will neglect it. Many houses are situated in groves or have trees planted about them, yet in those schools the programs furnished was carried out.

MISCELLANEOUS.

A teachers' institute was held at Penn Yan in January last, Professor Albro conductor, assisted by Dr. Milne, of Albany, and others. It was a success in every way.

Recommendations have been given to a large number of teachers to attend the normal school. An unusually fine teachers' class is being taught at the Dundee Preparatory school.

I again wish to express myself in favor of some practical compulsory attendance law. It is certainly time something is done in this line. When we consider the amount of treasure expended by the great State of New York for educational purposes and then observe the large number of children out of school, receiving no instruction, is it not time that representative men in council should devise some way to reach this great mass of humanity growing up in degradation and ignorance?

PENN YAN, N. Y.

DELAYED WRITTEN REPORTS.

The following reports were not received in time to appear in their proper places :

ONEIDA COUNTY — FIRST DISTRICT.

WILLIAM D. LEWIS, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Deerfield.....	9	20	11	303	26,047	\$5,450	\$800,590	\$1,248 52	\$1,627 08	18
Floyd	9	17	9	208	16,991	4,060	492,401	939 38	1,542 25	53
Marcy	10	15	10	274	20,024	4,175	699,459	1,071 44	1,141 99	23
New Hartford ..	13	28	18	930	91,909	20,885	1,975,111	3,063 60	4,061 87	13
Whitestown	13	24	20	945	101,779	22,740	2,976,399	3,435 90	6,095 14	19
Total.....	54	104	68	2,660	256,750	\$57,310	\$6,943,960	\$9,758 84	\$14,468 33	126

(No written report submitted.)

ORLEANS COUNTY.

CHARLES W. SMITH, *School Commissioner.*

TOWNS IN DISTRICT.	Number of districts not joint.	Number of official visits made by commissioner.	Teachers employed for legal term.	Whole number of children attending school.	Aggregate days' attendance during school year.	Value of school buildings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1890.
Albion	10	69	28	1,053	121,957	\$39,100	\$3,171,115	\$5,672 53	\$9,201 55	5
Barre	13	21	13	451	39,579	9,850	1,099,210	1,643 30	1,936 35	30
Carlton	17	28	18	627	53,162	12,225	1,368,997	2,205 29	3,417 05	20
Clarendon	9	14	10	342	31,958	7,275	875,841	1,167 31	1,843 32	28
Gaines	12	19	12	390	35,027	8,550	1,407,925	1,395 69	2,119 72	23
Kendall	10	17	11	391	36,734	7,450	963,628	1,331 70	2,422 09	53
Murray	12	31	19	733	77,241	21,010	1,779,711	2,600 07	5,890 02	44
Ridgeway	16	60	38	1,817	195,959	60,400	3,930,847	5,713 42	10,181 98	108
Shelby	14	28	16	543	50,685	17,075	1,721,559	1,932 65	3,094 29	54
Yates	13	27	14	482	44,973	9,300	1,143,721	1,619 79	2,243 00	61
Total	126	314	179	6,829	687,275	\$192,235	\$17,462,554	\$25,281 75	\$42,349 37	426

(No written report submitted.)

5. HEALTH AND DECENCY.

DEPARTMENT CIRCULAR.—1888.

STATE OF NEW YORK :

DEPARTMENT OF PUBLIC INSTRUCTION,
 SUPERINTENDENT'S OFFICE, ALBANY, *February 23, 1888.* }

To School Commissioners:

More than eight months have elapsed since the following act became a law:

Chap. 538.

AN ACT in relation to health and decency in the school districts of this State.

PASSED June 7, 1887; three-fifths being present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. From and after the first day of September, eighteen hundred and eighty-seven, the board of education, or the trustee or trustees having supervision over any school district of this State, shall provide suitable and convenient water-closets or privies for each of the schools under their charge, at least two in number, which shall be entirely separated each from the other and having separate means of access, and the approaches thereto shall be separated by a substantial close fence not less than seven feet in height. It shall be the duty of the officers aforesaid to keep the same in a clean and wholesome condition, and a failure to comply with the provisions of this act on the part of the trustees shall be sufficient grounds for removal from office, and for withholding from the district any share of the public moneys of the State. Any expense incurred by the trustees aforesaid in carrying out the requirements of this act shall be a charge upon the district, when such expense shall have been approved by the school commissioner of the district within which the school district is located; and a tax may be levied therefor without a vote of the district.

Recognizing the fact that it requires considerable time to bring the provisions of a new school law to the actual knowledge of all trustees in more than 11,000 school districts, well knowing that in most districts some very decided action would be necessary in order to comply with this law, and appreciating the severity of the penalties which it imposes, it has been thought that public sentiment would justify sufficient delay to afford ample opportunity for complying with its requirements before moving to impose the penalties which it provides.

There will be no sufficient excuse for much longer delay. Every school register contains a prominent reference to the measure, and no opportunity has been lost for pressing it upon the attention of all.

Commissioners, in visiting schools, are requested to be particular in the inspection of out-houses and water-closets, and to make use of all available opportunities for notifying trustees, that all districts which have not heretofore complied with the law must arrange buildings as it requires during the coming spring and summer, and thereafter continue to observe its provisions or suffer the penalties which it imposes. The official reports at the close of the present school year will call for full information upon the subject, and upon these reports the Department must take such action as the law contemplates. If commissioners meet with cases where a willful refusal to comply with the law is shown, they will forthwith report the same to the Department.

Inquiry is frequently made as to the meaning of the statute. Whether or not it intended two separate buildings, it is hardly necessary to determine. When new buildings are to be erected it is much better, and not much more expensive, to erect two entirely separate buildings. But it is clear that in connection with each school in the State there must be two "suitable and convenient water-closets or privies," which "shall be entirely separated each from the other." If the two are under one roof, they must be separated by such a substantial partition, both above and below the floor, as will prevent all communication. If such partition is not of brick or stone, it should be a lathed and plastered partition, or it should be of plank ceiled upon both sides. A simple board partition is not enough. In other words, where the two closets are under one roof, they must be as effectually separated as though they were in entirely separate buildings.

It will be observed that the law also requires that there shall be separate means of access to these places, and that the approaches shall be separated by a "close fence not less than seven feet in height." The purpose of this provision is manifest. It is to screen the approaches and entrances from observation. It is a wise provision and must be complied with. If there are two out-buildings separated from each other on the rear of the school site, there should be a fence erected between the two out-buildings, and another should extend from this to the school building.

It is occasionally said that a site is not large enough to admit of compliance with the law. Then the site must be made larger by the acquisition of more land. The school laws make ample provision for such a contingency.

IT IS IMPORTANT TO MAKE THE FACT PROMINENT ALSO THAT THE DUTY OF THE TRUSTEES IS NOT DISCHARGED WHEN THE TWO OUT-HOUSES, WITH GUARDED APPROACHES, ARE PROVIDED. THE LAW DIRECTS THE TRUSTEES TO KEEP THE SAME "IN CLEAN AND WHOLESOME CONDITION." A FAILURE TO DO THIS IS AS TRULY A VIOLATION OF THE LAW AS A FAILURE TO OBSERVE ITS OTHER PROVISIONS.

The inadequacy of accommodations of the nature referred to, the lack of privacy and seclusion which very commonly characterize such as are provided, the want of care, the general disregard of cleanliness, the filth and obscenity with which they are ordinarily defaced, have long been a shame and disgrace to the management of our schools, and the prolific source of immodesty and indecency, bad morals and poor health among our school children.

When the Legislature enacted the above law it took a very decided step towards the abatement of a very prevalent nuisance. If its purpose is not accomplished it will be the fault of the officers charged with the management and supervision of the schools. The Department confidently counts upon the most energetic and effectual co-operation of such officers in seeing to it that it is accomplished.

I am yours very respectfully.

A. S. DRAPER,
Superintendent.

REPORTS OF SCHOOL COMMISSIONERS CONCERNING THE
COMPLIANCE WITH THE LAW IN REFERENCE TO
“HEALTH AND DECENCY.”

The school commissioners of the State report that all school districts under their jurisdiction have complied with the law, with the following exceptions :

ESSEX COUNTY.

SECOND DISTRICT. School district No. 11, Minerva ; Nos. 8 and 10, Moriah ; No. 4, Newcomb ; Nos. 8 and 9, North Hudson.

FULTON COUNTY.

School district No. 4, Ephratah ; No. 14, Mayfield ; No. 3, Northampton ; No. 4, Stratford.

JEFFERSON COUNTY.

THIRD DISTRICT. School district No. 8, Orleans.

SARATOGA COUNTY.

FIRST DISTRICT. School district No. 4, Charlton.

WESTCHESTER COUNTY.*

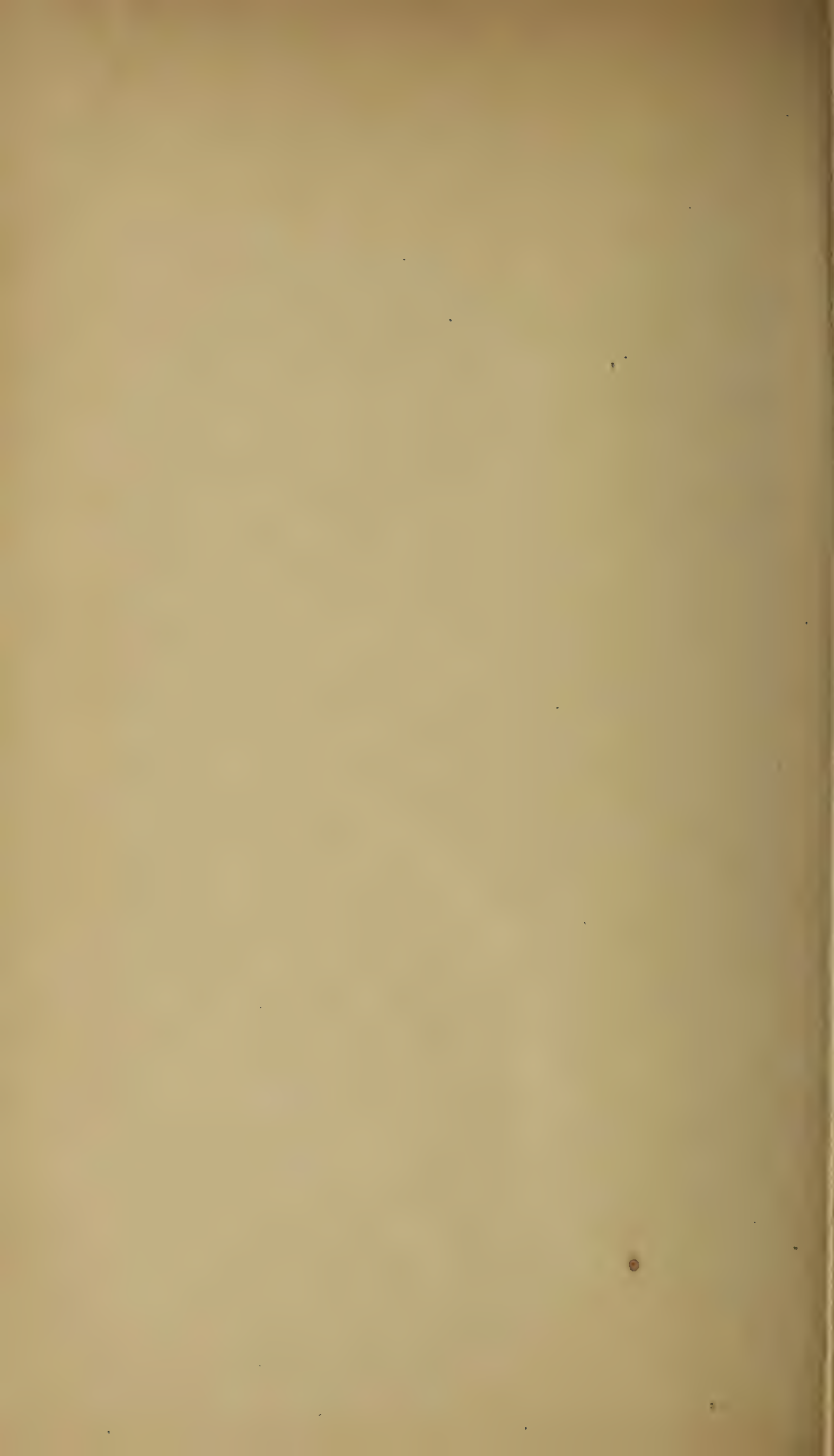
THIRD DISTRICT. School district No. 2, Bedford ; Nos. 10 and 19, Cortlandt ; No. 4, Newcastle ; No. 7, North Salem ; No. 1, Poundridge.

* From my record of the above, I think they have done all that can be done to comply with the requirements of the statute, as the school-houses stand against the back wall of the grounds.

EXHIBIT No. 7.

CITY SUPERINTENDENTS OF SCHOOLS.

1. NAMES AND POST-OFFICE ADDRESSES.
 2. WRITTEN REPORTS.
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CITY SUPERINTENDENTS.

1. LIST OF CITY SUPERINTENDENTS OF SCHOOLS IN THE STATE OF NEW YORK.

Cities.	Names.
Albany	Charles W. Cole.
Amsterdam,* Union Free School District No. 8..	J. W. Kimball.
Amsterdam,* Union Free School District No. 11..	J. G. Serviss.
Auburn.....	Benj. B. Snow.
Binghamton.....	M. W. Scott.
Brooklyn.....	Wm. H. Maxwell.
Buffalo	J. F. Crooker.
Cohoes.....	Wm. J. McCluskey.
Corning*.....	A. Gaylord Slocum.
Dunkirk	J. W. Babcock.
Elmira.....	E. J. Beardsley.
Gloversville	Jas. A. Estee.
Hornellsville*	Wm. R. Prentice.
Hudson	W. S. Hallenbeck.
Ithaca*	L. C. Foster.
Jamestown	R. R. Rogers.
Kingston*	Chas. M. Ryon.
Lockport	Emmet Belknap.
Long Island City	Sheldon J. Pardee.
Middletown*	A. B. Wilbur.
Newburgh	R. V. K. Montfort.
New York.....	John Jasper.
Ogdensburg	Barney Whitney.
Oswego	E. J. Hamilton.
Poughkeepsie	Edward Burgess.
Rochester.....	S. A. Ellis.
Rome	M. J. Michael.
Schenectady	S. B. Howe.
Syracuse	A. B. Blodgett.
Troy	David Beattie.
Utica	A. McMillan.
Watertown.....	Fred. Seymour.
Yonkers	C. E. Gorton.

* Cities still under jurisdiction of school commissioners.

2. REPORTS OF CITY SUPERINTENDENTS.

ALBANY.

CHARLES W. COLE, *Superintendent*.

I have the honor to report that the school year just closed has been an unusually prosperous and successful one. The attendance on the schools has been the largest in their history, affording indubitable evidence of the increased esteem in which they are held by our citizens.

NEW BUILDINGS AND IMPROVEMENTS.

A new primary school building was completed and occupied during the year. It is finely located on a spacious corner lot at the intersection of Central avenue and Perry street in the midst of a densely populated and growing section. The building has two stories and eight class-rooms. It is finished in hard wood in a simple, substantial and handsome style. The furniture, blackboards and other appliances are of the latest approved patterns. The heating and ventilating is on the plan of forcing in air, steam-heated by indirect radiation, by means of a large fan propelled by a small steam-engine, and, of course, expelling the foul air by the pressure thus exerted. We have had no opportunity of testing this plan yet, but have guarantees, from the contractors, of ideal results. The building accommodates about 450 pupils and is already well filled.

An addition of two school-rooms has been made to school No. 8, and No. 12 has been enlarged by the construction of a wing containing four rooms. These new rooms increase the seating capacity of our schools some 300 and afford much relief to two overcrowded buildings. These rooms are fitted with the best of furniture and other appliances.

NUMBER OF SCHOOLS, TEACHERS, ATTENDANCE, ETC.

The number of school buildings is one less than last year, owing to the consolidation of Nos. 1 and 9; although the number of class-rooms and their total seating capacity has been increased. We now have ten primaries, one grammar school, eleven primary and grammar schools combined and one high school.

Total number of seatings.....	12,955
Total (net) number enrolled.....	13,948
Total average membership.....	10,789
Total average attendance.....	10,264
Per cent of attendance based on enrollment.....	75
Per cent of attendance based on average membership.....	95
Per cent of tardiness.....	19
Promotions.....	20,770
Per cent of promotions.....	96
Promoted to high school.....	415
Graduated from high school.....	58
Graduated from teachers' training class.....	18
Total number of teachers employed.....	278

FINANCIAL.

Cash receipts and expenditures for the year ending August 31, 1890.

RECEIPTS.

Cash balance on hand September 1, 1889.....	\$118,504 44
Raised by tax	177,390 00
State apportionment	51,959 52
Regents of the University, from literature fund for High school.....	2,817 39
From State Superintendent of Public Instruction for instruction of teachers' class	384 00
From non-resident pupils	1,806 24
From High school pupils, use of text-books.....	1,326 55
From sale of old desks and old furnaces.....	80 50
From cash received from library fines	10 00
	<hr/>
	\$354,278 64

EXPENDITURES.

Teachers' salaries.....	\$167,188 31
Janitors' salaries.....	11,654 64
Superintendent of schools and secretary.....	3,000 00
Superintendent of buildings	1,500 00
Clerk.....	720 00
Library	1,816 56
Repairs	12,126 03
Supplies	2,121 56
Text-books.....	3,696 32
Miscellaneous	2,329 57
Printing	1,550 36
School furniture.....	1,681 10
School apparatus.....	247 67
Fuel.....	10,061 03
Gas	620 60
Teachers' class.....	504 55
Manual training.....	1,866 19
New school, No. 1.....	9,060 85
Remodeling school No. 21.....	5,234 61
West End school.....	348 95
New school, No. 10	23,504 66
Building fund for school No. 3	300 75
Addition to school No. 12.....	4,941 59
Addition to school No. 8.....	3,159 52
	<hr/>
	\$269,235 42
Cash balance on hand September 1, 1890.....	85,043 22
	<hr/>
	\$354,278 64

DISCIPLINE.

The discipline of the schools has been well and easily maintained. Fourteen cases of corporal punishment, forty-three of temporary suspension, and 281 of truancy, with an average attendance of more than 10,000, form a group of figures pleasant to contemplate. As compared with last year, the first item has decreased seventeen, the second has increased twenty-one, and the last has decreased eleven.

Corporal punishment was inflicted in only six of our twenty-three schools.

The following table has some general interest in view of the fact that, in certain eastern cities, agitation of the propriety of abolishing corporal punishment is being carried on with considerable vigor. It should be understood that, for the past twenty years, the use of the rod has been confined to the principals, and that the power to inflict corporal punishment still rests in them. No other pressure to desist from its use has been exerted than to require a monthly report of the number of cases in each school. The total number of cases in the city are published each month, but the record of individual schools is made known to no one except to members of the board upon making special inquiry; a rare occurrence.

CORPORAL PUNISHMENT.

YEAR.	Number of cases.	Decrease and increase.	Number of schools having no cases.
1880	*380	.....	1
1881	1,236	.....	2
1882	667	— 569	5
1883	336	— 331	7
1884	33	— 303	15
1885	53	+ 20	12
1886	103	+ 50	9
1887	52	— 51	11
1888	32	— 20	12
1889	31	— 1	11
1890	14	— 17	17

These figures become eloquent when it is admitted on every hand that the discipline and the *morale* of our schools are on a far higher plane than when the rod was in constant requisition. The day of entire emancipation from practices inherited from a barbaric ancestry is surely close at hand.

ARBOR DAY EXERCISES.

The second celebration of Arbor Day was held Friday, May second. This delightful festival has taken a strong hold upon teachers and pupils. It is believed that every child in the schools took some part, if only by singing, in the exercises. The programs were exceedingly varied throughout the city and displayed much care and exceeding good taste on the part of the teachers. Hereafter Arbor Day is as sure of observance as the Fourth of July. The vote on a State flower gave zest to the occasion. The vote in our schools resulted thus:

VOTE FOR A "STATE" FLOWER.

Goldenrod	3,765
Daisy	1,842
Wild Rose	1,024
Buttercup	772
Violet	420
Arbutus	265
Pansy	263
Dandelion	133
Lily of the Valley	115
Apple Blossom	76
Lily	66
Scattering	318
Total vote cast	9,059

* Reported for the months of May and June only.

It is pleasant to know that the choice of our pupils is also that of a large plurality of the children of the State, and that the goldenrod has been accorded the post of honor won by its universality and graceful beauty.

TEACHERS' TRAINING CLASS.

The graduation of the eighth class from this department was made the occasion of public exercises on the evening of May 28.

The chapel of the high school was well filled with the many friends of the graduates; the stage being occupied by members of the board of public instruction and other prominent citizens.

The program given below was well executed; the essays were thoughtful, well written and well read, and the address of Hon. A. S. Draper was interesting and inspiring to the eighteen young ladies who were about to become teachers.

Program.

Chorus — "The Castle".....Schumann.
Essay....."Thinkers."

ELIZABETH G. FEALEY.

Essay....."Should the State Educate her Children."

MARY F. RYAN.

Chorus — "The Shades of Eve are Falling".....Volkmann.
Essay....."Books."

NORA A. DELANEY.

Essay....."The Ideal Teacher."

HARRIET REED HASKELL.

Chorus — "To the Sunshine".....Hering.
Presentation of State Uniform Certificates —

Hon. A. S. Draper, Superintendent of Public Instruction.

Chorus — "Over the Sea".....Veazie.
Presentation of the certificates of the board —

Henry W. Lipman, president.

Chorus — "Joyous Spring".....German.

Two terms of instruction were held, under appointment from the Department of Public Instruction, and the sum of \$384 was received for such service. This amount swells the total received for such service to \$3,384. The absolute necessity for this department to the maintenance of a high standard of qualifications among our teachers is now generally admitted. A gentleman prominent in city affairs, who had strenuously opposed the establishment of a teachers' class, told me a short time ago that upon a recent investigation of the matter he had entirely changed his views, and regarded the opening of this class as a necessary and a wise step. It is gratifying to know that an institution which was so bitterly opposed at its start has won its way to universal approval.

TEACHERS.

Two hundred and seventy-eight (278) teachers were employed during the year. Two hundred and fifty-five (255) of these were women, and twenty-three (23) men. One hundred and seventy-five (175) were graduates of our high school, sixteen (16) were college graduates, forty-eight (48) were State normal school graduates, and forty-two (42) were educated at private schools and academies. Eighty-three (83) were graduates of our training school; an increase of nine (9) in this number. The total number of teachers was six (6) more than last year. This increase is small when compared with that of the average attendance. An addition of three hundred and fifty-one (351) pupils, when

classes average forty (40) in number, would seem to require nine (9) more teachers.

The transfers of principals and teachers, rendered necessary by the consolidation of schools Nos. 1 and 9, were accomplished with little friction, and with final complete satisfaction to all concerned. The board conducted this delicate adjustment with tact, discrimination and the kindest regard for the rights and feelings of all. The results of the changes have been excellent; all the schools affected having profited by the rearrangement.

The tenure of office plan has now been in effect for nearly two years, and experience has thus far fully justified its adoption. I can observe no diminution of earnest, conscientious effort on the part of teachers; on the contrary, the desire to succeed, and the determination to do the very best work are far more observable among our teachers than heretofore. Freed from the anxiety and nervous strain inseparable from a system of annual appointment, the teachers work with cheerfulness and assiduity; for, although they know they are held to a stricter accountability than ever, they also know that they will have a hearing should they seem to fail, and that they are not subject to sudden and unexplained dismissal.

The safeguards that the board has thrown around admission to the training school insure a list of competent licensees from which our teaching force may be recruited, provided the high standard of the past four or five years be fully maintained.

Many different plans of licensing and appointing teachers are in vogue throughout the country, differing in method in accordance with local conditions. One principle of action is universally assented to, though by no means generally adopted. No thoughtful person would contend that the same person or body should exercise both the licensing power and the privilege of appointment.

To whom shall these functions be assigned? Which duty shall devolve upon the board controlling the schools, and which upon the professional supervisor? The State has answered this question by giving the licensing powers to the school commissioners, who are purely supervising officers, and the appointing privilege to the school trustees.

I think it clear that a supervising officer should not appoint the persons whose work he is to pass upon. The most conscientious person could not avoid the unconscious influence of that desire to justify one's actions that is common to all men. It is equally clear that if the two functions under consideration are to be divided, that the supervisor is the better fitted by training, by experience, and by professional skill, to judge of the qualifications of those who wish to enter the teaching service. Let the duty of examining and licensing, subject to wholesome regulations and restrictions, be assigned to the supervising officer, and that of selecting appointees from the list of qualified persons be given to the board of control. The board would thus be relieved from the importunities and intrigues of those who endeavor to foist upon the schools the services of their friends without regard to their fitness in literary or professional qualifications.

The monthly meetings of the principals with the superintendent were held as usual, and the discussions have been helpful and inspiring.

FREE TEXT-BOOKS.

It is a generally accepted doctrine that the State has the right and is bound to sustain a free public school system on the ground of self-perpetuation, that in no other way can the institutions of any particular country be preserved intact and the ideals of citizenship maintained. This is a wholly sound position. But there is another point of view from which to look at a public school system, and that is as a great cooperative enterprise. The people have come to understand that it is far more economical for them to unite together and to maintain a system of schools than to aid in the support of an immense number of small private institutions. The community understands now also that it is not only cheaper to do this, but that the outcome of the instruction given in the public schools is much more satisfactory as a whole than that obtained in any of the private schools. In many communities the private schools are rapidly disappearing from view and the entire educational work is being done by the public schools. It seems to me that the time is only a little way off when this will be true of all the communities of the country. At any rate, acting upon this principle of coöperation, a number of States, and a very large number of separate communities, have made their schools absolutely free, as far as any direct expenditure on the part of the parents is concerned, by furnishing all text-books and needed school supplies at the general expense. There are several reasons why it would be well for all communities to adopt this plan.

First. The saving in expenditure every year, by buying in large quantities and at first hands, is shown by the experience in the State of Massachusetts to be fully twenty-five per cent; a saving which, in this city, would amount to six or seven thousand dollars annually.

Second. Every pupil in the city can, under this plan, be provided with all the text-books and materials needed on the first day that school opens, which will result in an enormous saving of school time.

Third. If all pupils are supplied at common expense, all distinctions which now exist between those who furnish their own and those who are furnished with books on the plea of indigence, would be obliterated, and the schools become in every sense *common* to everybody in the city.

Fourth. The purchase of all books by the local authorities would tend to the use of the very best books only. Under the present system members of boards of control very naturally hesitate to order any change in text-books which would involve a considerable expense to the parents, and very often an inferior book is kept in use almost entirely from the reluctance of boards to create this additional tax upon those who must purchase the books. If the books were free, purchases could be made without direct tax upon anybody, and as a result, the latest and most approved books and editions would be always in use.

Fifth. The plan of furnishing all needed books would also enable the board to enlarge the scope of the text-book work, by furnishing different series of readers and similar books for use in all the grades. The importance of this plan has been felt for many years, but has not been carried into execution because the board did not feel it could ask the parents to buy so many different books, and it would have been difficult to convince the local authorities of the necessity of providing these books at public expense.

In view of these considerations, it would seem eminently proper that this board should follow the example of a number of cities and villages in this State which have adopted the free text-book plan and are using it to the satisfaction of all concerned. There are two ways in which this may be brought about: either by action of the board, that is, by raising a sufficient amount of money to carry this plan into execution, or through the enactment of a general law by the Legislature.

It is highly probable that the people of this city are not yet prepared to accept cheerfully a proposition by this board to expend money for this purpose, and, therefore, the final adoption of the plan depends on State legislation. In Massachusetts a permissive law was passed a few years ago, and very few towns availed themselves of the privilege, but finally, about three years ago, a mandatory law was enacted, under which every child of the State of Massachusetts who attends public schools is furnished with all needed text-books and supplies. Would it not be well, therefore, to direct the attention of our State Legislature to this important matter, and, if practicable, to procure the legislation needed.

EXPOSITION OF 1892.

At a meeting of the section of superintendents of the National Education Association, held in New York last winter, committees were appointed for the purpose of formulating a plan for making full and complete exhibits at the coming fair in honor of the discovery of America, to be held in Chicago in 1892. I think that this city should have a modest, but, as far as practicable, complete exhibit of the work done in our schools. At the exposition in Paris in 1872, the schools were duly represented and were honored with the highest award for the plan of conducting the high school. A similar distinction was given to all the schools at the Cotton Exposition in New Orleans in 1885. And, as the coming exposition at Chicago will undoubtedly be the most complete yet held in the way of an educational display, I have suggested that a special committee be appointed by the board to devise plans and ascertain the cost of proper representation by this city, and the making of a suitable preparation therefor.

AMSTERDAM.

Union Free School District No. 8.

J. W. KIMBALL, Superintendent.

INTRODUCTION.

Union Free School District No. 8 is located in the eastern part of the city of Amsterdam. Soon after the passage of the law giving union free school districts with a population of 5,000 or more the right to share in the so-called \$800 appropriation, on condition that they elect a superintendent, our board of education complied with the conditions by electing the former principal as superintendent. Another teacher was employed to take his place in class-room work, and his entire

time has since been devoted to supervisory work. The wisdom of this action was very clearly shown at the close of the last school year. It is within bounds to say that with the same corps of teachers the progress made during the past year has been as great as in any two former years; and we are inclined to think that if, for any reason, the \$800 appropriation should be cut off, our board of education would hesitate before resuming the old condition of affairs, and fasten the principal in the class-room the entire time. During the past year the superintendent has been enabled to establish a much better grade of work than was ever possible under the old regime. One of the results of this is the establishing of a two years' course in the higher English. Our success in this direction can not be determined fully before the close of the present school year; but the start is very encouraging. This department has been placed in the immediate charge of Miss Emma Cooke, a graduate of the State Normal College at Albany, and she is giving promise of good results.

The majority of our teachers are graduates from the different normal schools of the State, and all but one are teachers of long experience. By their willing and cheerful compliance with the plans of the superintendent, they have contributed their full share toward any success that we have gained. But while we may truthfully report that much has been gained, we are not unmindful of the fact that a beginning only has been made, and that the future is before us beckoning us on to still greater work and still greater progress.

IRREGULAR ATTENDANCE.

With us, as with all other schools in similar localities, our greatest hindrance to successful work is irregular attendance. After vainly trying every plan which, it seems, that human ingenuity can devise, I am fully persuaded that nothing short of a rigorous statute vigorously enforced, will ever remedy this great evil. But while we are seriously hindered in our work by this irregularity in attendance, it is but just to say that we have been troubled less with it during the past year than usual. A system of sending notices to parents immediately upon the absence of a child, notifying them of such absence, has had a very good effect upon some, as it brought to mind the fact that their children were absent much more than they supposed. A weekly record was kept during the year which shows that the highest attendance for any one week was ninety-six per cent of the number registered in attendance, while the lowest was eighty-three per cent, the average for the year being about ninety-one per cent, while the attendance for the year is only fifty-nine per cent of the whole number registered during the year. This simply shows the fact that we have a large class of what is known as fluctuating population. Instances are not uncommon where children are registered in three different schools during the year, numbered and reported to the department, thus bringing the number registered above what it ought to be, and reducing the average attendance in proportion to the number registered below what it ought to be.

ADDITIONAL FACILITIES.

It became necessary during the past year to provide more room for our gradually increasing school population, and during the summer

vacation another story was added to our school building at an expense of about \$5,000, giving us an addition of four rooms. As usual in such cases, the contractors failed to have the work completed by September first, and school did not open until September fifteenth. In consequence of this delay, our board of education thought it best and wise not to close the school for the teachers' institute. This was, perhaps, unfortunate, as we look upon the institute with great favor, and regard it as a means of gaining instruction, and creating an enthusiasm for the profession of teaching, that no teacher, however skillful, can afford to miss. Under ordinary conditions our board of education would not have availed themselves of the privilege the law now gives to keep the school in session during the time of teachers' institute.

PATRIOTISM.

The superintendent feels a large degree of patriotic pride in reporting that upon the opening of school on September fifteenth, the board of education caused the "Stars and Stripes" to be flung to the breeze from our school building. There, from day to day, it proudly floats, emblematical of that liberty, which we hope every boy and girl who is educated under its protecting folds, will be ready and willing in future to defend.

A PECULIAR POSITION.

The Department is aware of the fact that so far as its schools are concerned, Amsterdam occupies a peculiar position. To understand why this is so, one must go back to the time, not very long ago, when the now flourishing city was a mere village in the town of Amsterdam and divided into ordinary school districts. As the village grew, they finally became union free school districts, and when the village was made a city, it was provided that the schools still remain school districts in the town of Amsterdam. At the same time the boundary lines of the city were extended far beyond their old limit, so that on the east, west and north, the city took in parts of other school districts, so that we had the remarkable state of affairs of children living in the city and attending school in the country. By action of the school commissioner the lines on the west have been fixed to correspond with the city boundary, but on the north the same state of affairs exist. An attempt was made a few years ago, to remedy this by introducing a bill in the Legislature, amending our charter so as to make the city and district boundaries coincide; but it met with an opposition from the adjoining district so strong that the measure was defeated. There is, however, a growing sentiment in favor of placing our schools under one management, and we expect soon to see that sentiment so largely felt as to insure action in the matter. But while I believe that a change properly made, would result in greater efficiency in school work; our present system is not without its advantages, which one not acquainted with our work, would be very likely to overlook. But whatever advantages there may be connected with our present system, it is my opinion that they are outweighed by its disadvantages.

AMSTERDAM.

Union Free School District No. 11.

JOHN G. SERVISS, *Superintendent.*

GENERAL.

Number of children of school age.....	2,305
Total registration of pupils	1,240
Average daily attendance	785
Number of teachers employed	19
Total expense of maintenance	\$13,022 01

Several changes have been made in the course of study in order to make the work more practical.

Written and oral examinations are held frequently, at the successful completion of which the classes are advanced in line of work. At the close of the school year in June the grade promotions are made, but at any time during the year when a pupil evinces marked superiority and diligence he is permitted to enter the next higher class, which opportunity enables any pupil to complete the course of study in less time than is noted in the prescribed course.

Vocal music has received some attention during the year, and the results in many of the classes have been very good, considering the fact that this branch had no special teacher.

Form study and drawing, which was introduced two years ago, has received its merited attention, and many specimens attest the skill of the pupils' handiwork. Bookkeeping, business forms and commercial usages are taught in the classes that are sufficiently well advanced in penmanship and arithmetic to receive such instruction.

Teachers meetings are held frequently for the purpose of exchanging ideas upon methods and school management; thus enabling the less experienced members of the profession, employed as teachers in our schools, to profit by the practical wisdom of those who have spent many terms in successful teaching.

Arbor Day was appropriately observed by tree planting and special rhetorical exercises.

The school savings bank, after a test of three years, has proven a great conservator of virtue, uprooting many habits of unwise expenditure among the pupils, and preventing the formation of many vicious habits which, when they exist, prevent the proper development of mind and body. It has promoted industry, skill and frugality among the pupils while out of school. On several occasions the young bankers have exhibited a merited degree of liberality. At present the deposit amounts to \$3,843.93.

In case of a pupil's absence or tardiness, a printed blank is filled out and sent at once to the parent to notify him of the irregularity.

These notifications have done much to prevent lack of promptness and truancy, and have enabled the teachers to secure the hearty co-operation of patrons.

AUBURN.

B. B. SNOW, *Superintendent*.

My experience in the schools of this city and my observation of similar systems elsewhere lead me to suggest that an indispensable aid to secure what is contemplated by a free-school system is an effective requirement that every child shall acquire at least a satisfactory elementary education, a requirement that has thus far proved so repugnant to many active opponents, and of so little interest to those not immediately engaged in school work, that all efforts to secure legislation to that end have proved futile.

The widely prevailing practice of employing teachers of immature years, tends to lower the standard of the teaching profession, and to diminish the average term of service of teachers, thereby greatly impairing the efficiency of the schools.

BINGHAMTON.

M. W. SCOTT, *Superintendent*.

GENERAL.

The expenditures for the school year ending July 31, 1890, were as follows:

Building Fund.....	\$21,736 89
Teachers' Fund.....	46,896 80
Library Fund.....	1,510 86
General Fund.....	11,365 36
Total.....	<u>\$81,509 91</u>

During the year an addition to school No. 7 was completed, a new building was erected on Laurel avenue, and one commenced, and is to be ready for occupancy by December 1, on Bevier street. The buildings are of brick, warmed and ventilated by the Smead system, and when completed will accommodate about 1,300 pupils. These buildings, in addition to those already occupied, will furnish good accommodations for all pupils attending our schools.

During the past year the limits of the city were extended so as to include portions of several outlying districts, and while the matter of adjusting and harmonizing the different localities to a system that to them was comparatively new, was not an easy one, yet it is believed that entire harmony will prevail, and all will cheerfully work together for the good of the schools.

ATTENDANCE.

The total number of pupils registered during the year was 4,763, with an average daily attendance of 3,531. The school census taken in June, 1890, shows the number of children of school age residing in the city to be 8,545, and although this includes the districts recently annexed, yet there are many children in the streets and shops who ought to be in the schools, but like most manufacturing cities children are compelled to work for the slight

remuneration their labor commands rather than to prepare for lives of future usefulness, and I have a strong conviction that the State has a duty to perform toward its wards that ought not to be ignored or evaded. A stringent compulsory education act, with proper provisions for its enforcement, and within proper limitations and restrictions, together with schools of detention so located as to be accessible, might not "hasten the millenium," but would, in my judgment, do much toward the amelioration of the condition of the children of our great commonwealth.

TEACHERS.

When those to whom is delegated the responsibility of the employment of teachers for our public schools can and will recognize the fact that "teachers are born, not made," and that only those who are born should be allowed to teach, then there will not arise the universal cry that comes to us from all sections of the country, "give us trained teachers." The teachers employed by our board will, I think, compare favorably with those employed in other localities, but only supervising officers can realize the difference that really exists between a "born teacher" and a made one, for although art, and the appliances and advantages furnished by the State may do much toward aiding those who engage in this work, yet the natural teacher and the natural disciplinarian show their forcefulness and stamp their character so indelibly upon the minds of children that the difference is so apparent that no argument is required to convince the most skeptical that such a difference does really exist; but, as nature can not always be depended upon to furnish a full supply, it is very important that her work should be supplemented by all the aids that can be furnished, in providing the best professional training that can be given, and that a thorough course in such training be made obligatory upon those who are preparing to engage in the work of teaching.

SCHOOL WORK.

The work done in the schools during the year has been in the main quite satisfactory, and while "new departures" have not prevailed to any great extent, we have endeavored to give solidity, character and stability to our work, keeping in view the fact that strength of character, as well as development of intellect, should be a prominent factor in all educational work, while physical, mental and moral training should all have a place in our curriculum, and each should receive the attention its importance deserves.

SCHOOL ELECTIONS.

The Legislature, at its last session, changed the time of holding our school elections from 5 to 8 o'clock P. M., to from 9 A. M. to 4 P. M. This change was made at the earnest request of the friends of the schools, as it was believed that in a city of 35,000 inhabitants an election so important as a school election should be held in the *daylight*, and the result at the last election shows that the change was wisely made, as at no school election ever held here has so large a vote been polled and so much interest manifested in the choice of commissioners. We need a construction of our present election law, or, if necessary, an enactment that shall plainly set forth as to what persons are and as to who are not legal voters at an election for school commissioners; as in the

past doubtless illegal votes have been cast. In my judgment the general State law, if made applicable to our city, would be conducive to the best interests of our schools, and would aid in preventing those who have no interests in our schools save for "revenue only" from manipulating or controlling them.

The outlook for the future is encouraging; our high school and grammar schools are full to overflowing, while the interest manifested was never better than at the present time. In closing this, my brief report, I desire to thank the Department for favors received and for the courtesy and forbearance shown in all official relations.

BROOKLYN.

WILLIAM H. MAXWELL, *superintendent*.

I have the honor to submit a brief report upon the condition and progress of the public schools of the city of Brooklyn, for the year ending October 30, 1890.

NUMBER OF SCHOOLS.

The total number of schools under the control of the board of education is eighty-four. Of these, one is a training school for teachers, consisting of a department of theory under a faculty consisting of a principal and three assistants, and a department of practice consisting of eighteen primary classes. One is a high school, consisting of a girls' department and a boys' department in separate buildings. Thirty-one are grammar schools, containing all the grammar grades, and, with three exceptions, all, or nearly all, of the primary grades. Twenty-two are intermediate schools, containing the primary and lower grammar grades. Twenty-six contain only primary grades, and two are "attendance" schools, in which truants are placed for a time on probation.

SITTINGS AND REGISTRATION.

The number of regular sittings in the schools enumerated is 89,253, showing a net increase of 5,413 sittings over the number in existence a year ago. The number of pupils on register on September thirtieth was 86,851, as against 84,179 on September 30, 1889, an increase of 2,672. If the number of sittings is compared with the number of pupils on register, it will be found that the former exceeds the latter by 2,402. From these figures it would be generally supposed that there is ample accommodation for all the children seeking admission to our city schools. But such is not the case. As a matter of fact, the number of pupils on register in primary grades exceeds the number of sittings in the class-rooms devoted to their use by 1,214; while during the month of September alone, 2,569 children were reported as refused admission for lack of room. On the other hand, the number of sittings in rooms devoted to grammar grades exceeds the number of pupils on register by 3,122. The reason for this anomalous condition of affairs, is that the center of population is constantly shifting. As rapid transit roads are constructed, outlying districts are built up, population follows, and so it happens, that, while many

schools in the older sections of the city are losing in numbers, we find it impossible to keep pace with the demand for school accommodation in the newer sections. Every effort is now being made to build new school-houses where they are most needed; but I have little hope that, while population increases at its present rate, there will come a time when every child can be given a seat and desk as soon as it knocks at the door of a school-house.

There are now 1,766 pupils in the two departments of the high school. The building occupied by the girls' department, though erected less than five years ago, is now entirely inadequate to the demands made upon it. A new wing which will nearly double the capacity of the school, is about to be erected at a cost of \$150,000. The boys' department is housed in a rented building, which is not well adapted to the purpose. Plans are in preparation for a new building to cost about \$200,000, which we hope will be an ornament and pride to our city and furnish the facilities long needed in Brooklyn for a preparation for college, within the curriculum of our public school system.

AVERAGE ATTENDANCE.

The average attendance of pupils throughout the entire school system was, during the month of September—a month that may be taken as fairly representative of the school year—76,542; an increase of 3,136 over the corresponding month of 1889. The average attendance of pupils per class was, in grammar grades, 34.4; and in primary grades, 46.1

NUMBER OF TEACHERS.

The total number of class teachers in the employ of the board of education is 1,835, an increase of 105 over last year. These teachers work under the immediate supervision of 150 principals and heads of departments, who do not teach classes; so that there is one supervisor for every 12.23 class teachers. In addition to the regular staff, we have a head drawing teacher and six assistant drawing teachers, and a director of music and seventeen assistant music teachers.

TRAINING OF TEACHERS.

Our teachers were never more earnest and enthusiastic than they are at present. That we are making progress can scarcely be doubted, though the progress is far from being so rapid as I was once sanguine enough to hope for. Among the good signs may be mentioned the facts that the teachers are reading professional literature more than ever before and are seizing with avidity every opportunity to hear pedagogical lectures and to profit by instruction. On the other hand, progress is retarded by the continued recruiting of our teaching force from the ranks of those who have had no professional training. The extent to which this evil exists is shown, I think, in the following excerpt from my last annual report to the board of education:

The custom of intrusting the education of children to persons who have had no professional preparation for their work, was long since abandoned by the most highly educated nations of Europe. It has been abandoned by most of the large cities of this country. It lingers in comparatively few, of which Brooklyn is unfortunately one.

During the year 1889, the total number of teachers employed, whose names were not previously on the pay-roll, was 367. Of these, 194 had only temporary appointments, while 173 received permanent appointments. But of the whole number, only sixty-one, or less than seventeen per cent, had received professional training.

SCHOOL WORK.

The following recommendations were made in my last annual report to the board of education:

1. The rule governing promotions of pupils should be amended so as to permit of promotions, when authorized by the superintendent, on other days than those specially designated at the end of each term.
2. There should be a revision of the rules governing the marking by teachers of the progress of pupils, so as to correct the defects discovered during the past year.
3. The English course in the girls' department of the central school should be extended to three years, and the language course to four years.
4. The course of study in the boys' department of the central school should be so changed as to permit the study of Greek, and to introduce instruction in the principles underlying the mechanic arts, with shop-work as an integral part of the course, and the new building should be constructed to conform to these changes.
5. A commodious structure should be provided in a central location for the training school.
6. A "model" teacher should be appointed for each primary class in the training school.
7. The graduates of the training school should receive the preference in the making of appointments.
8. No one, not a graduate of the training school, should be appointed to teach a class, who has not rendered substitute service for at least 100 days.
9. Normal classes for all teachers, not graduates of that institution, who hold only temporary certificates, should be organized on Saturdays at the training school.
10. A rule should be adopted providing for the cancellation of a teacher's certificate in case it is not used for a given time, or in case the holder has been discharged from the service of the board for cause.
11. A change should be made in the present method of providing wardrobes or closets for the reception of children's clothing.
12. Principals should be prohibited from placing more than sixty pupils on register in any class.
13. All district lines should be abolished.
14. The study of geography should end in the third grammar grade, and the course in "observation lessons" and in drawing should be revised.
15. Arrangements should be made by which each teacher would be permitted to visit schools other than the one in which she teaches, two half-days a year.
16. Physical training should be made compulsory in all classes, and an expert should be employed for at least a year to teach the teachers how to give lessons in class-room gymnastics.
17. A matter deserving of careful consideration is, whether it would not be better for the health of our children to extend the time of the noon recess and keep them in school later in the afternoon.
18. The rules governing the appointment of heads of departments, stand in urgent need of revision; and the duties and powers of these officials should be specified.
19. Arrangements should be made by which all class-rooms of insufficient size, or not properly lighted or ventilated, shall be vacated before the end of the present year.
20. Summer schools should be established for the benefit of children compelled to remain in the city during the heated term.
21. Proper material for the study of form in connection with drawing, and for the illustration of the observation lessons, should be supplied to all schools.
22. Kindergarten work should be introduced in the training school with a view to its introduction in all schools.
23. Graduates of the training school should receive for the first year of service as teachers, at least \$500, and the maximum salary for a primary teacher should be made equal at least to that paid in the eighth grammar grade.

Of these recommendations, Nos. 2, 3, 4, 11, 19, 21, have been adopted either in whole or in part, with manifest advantage, as I think, to the schools. Several of the other suggestions are now under consideration by appropriate committees of the board.

RULES FOR MARKING AND PROMOTION.

The most important change made during the year was the adoption of a set of rules for a uniform system of marking and promoting children in the public schools. A year and a half ago these rules were adopted by resolution of the board as an experiment. A year's trial seemed to give evidence that we were on the right track, even though experience demonstrated the existence of several serious defects in details. After these defects had been remedied, the rules were incorporated in the permanent rules and regulations for the schools. They read as follows:

RULES FOR A UNIFORM SYSTEM OF MARKING AND PROMOTING PUPILS IN THE PUBLIC SCHOOLS OF BROOKLYN, ADOPTED BY THE BOARD OF EDUCATION, SEPTEMBER 2, 1890, AND FOUND IN SECTION 14, PART I, OF RULES AND REGULATIONS FOR THE SCHOOLS.

1. It shall be the duty of every teacher to make and record, monthly, a careful estimate of the work of each of her pupils in every branch of study hereinafter mentioned. This estimate shall be based upon the fidelity and success with which the pupils have done assigned work, and also upon their success in oral and written tests which have been employed as an element of teaching, and the answers to which have not been valued numerically. It shall not be based upon the daily marking of recitations, nor upon department, nor upon stated examinations; but the teacher may keep such memoranda of pupils' work as are deemed necessary.

In primary grades, this estimate shall be made in each of the following subjects: Reading, spelling, language (including compositions), oral arithmetic, written arithmetic, observation lessons, penmanship, and drawing.

In grammar grades, this estimate shall be made in each of the following subjects wherever it is taught: Reading, spelling, composition, oral arithmetic, written arithmetic, observation lessons, geography, civil government, history, grammar, algebra, penmanship and business forms, and drawing.

The record shall be made upon a scale of 10: Perfect being indicated by 10; excellent, by 9; very good, by 8; good, by 7; fair, by 6; poor, by 5; and very poor, by 4.

2. It shall be the duty of principals, from time to time during the term, to correct or verify the teachers' estimates.

3. Every pupil whose monthly marks for the term average 7 or higher shall be promoted; provided, however, that the Superintendent of Public Instruction may, in exceptional cases, authorize a principal to set aside all or any part of a teacher's marks, in which case promotions shall be made in accordance with the next regulation; and all such exceptional cases shall be reported by the Superintendent to the committee on studies.

Pupils of grammar grades whose monthly marks average lower than 7 for the term shall be subjected to a written examination. The branches in which they shall be examined in the eighth and seventh grades are arithmetic, geography and grammar; in the sixth, fifth, fourth and third grades, arithmetic, geography, grammar and history; and in the second grade, arithmetic, geography, grammar, history, algebra and penmanship and business forms.

Said examination shall be held during the last two weeks of the term, and all who pass it shall be promoted. During the last month of the term no examination shall be held other than the one prescribed by this rule.

Promotions in primary grades shall be determined by the teachers' estimates as revised by the principal, and there shall be no stated examination for promotion; but in case complaint is made of the non-promotion of a pupil, the principal may institute such examination as he may deem necessary, and may promote such pupil if in his judgment he is entitled to promotion.

4. All promotions within the same school organization shall be made under the direction of the principal; but promotions from one school organization to another shall be made by the Superintendent of Public Instruction, and shall not be governed by the foregoing rules.

5. When complaint has been made to the Superintendent that a child has been unjustly refused a promotion, or has been improperly promoted, it shall be his duty to examine into the facts of the case and make a decision, which shall be final.

When a pupil, for want of room, cannot obtain a promotion to which, under the foregoing rules, he is entitled, the Superintendent may, with the consent of the parent or guardian and of the local committee, transfer said pupil to the proper grade in another school.

6. On or before the tenth day of each month the standing of all pupils above the fifth primary grade, in each of the several studies for the preceding month, except the month of June, shall be reported to their parents or guardians upon the cards supplied for the purpose by the committee on libraries. The standing for June shall be reported on or before the last day of the school term.

Each pupil's monthly report card shall become his property at the end of the term or when he leaves school.

A card containing monthly estimates to date shall be issued to each child below the fourth primary grade who leaves to enter another public school.

When a principal admits a pupil from another public school, he shall place said pupil in the grade indicated by his report card, and the marks on said card shall be the pupil's record for the part of the term that has elapsed.

There seems to be no alternative between the daily marking system, which invariably tends to routine, mechanical work in the classroom, and the monthly estimate system, which gives the teacher greater freedom and less clerical work. No system of marking that has yet been devised will represent with exact fidelity the progress of children in their studies, and record the stages of their mental development. Such a system is too much to hope for. We can not expect from any system that it will do more than give approximately accu-

rate results. What is needed is that it shall provide a healthy stimulus for pupils, and a reasonably certain method of recording the teacher's judgment. What must be avoided at all hazards, is a system that will hold up a false standard before the pupil and fetter the teacher in her work. These results have been measurably attained under our new system. So far, it has accomplished all that I expected of it. To a considerable extent it has freed the teachers from an unendurable servitude to daily marks and written examinations, and has brought about conditions under which the teacher may use a regulated freedom in the choice of methods and may emerge from time-worn ruts.

EXAMINATIONS.

Examinations have not, however, been abolished. Three kinds of examinations remain. Either the principal or the class-teacher may give brief test examinations, as often as it is deemed expedient. The times and subjects of such examinations should not be announced beforehand. The object is to find out how faithfully the pupils are doing their daily work and to test the correctness of the teacher's judgment. The results of such examinations are not valued numerically, so that the pupil finds himself without either an opportunity or a motive to cram for the occasion. Knowing that a test examination may come upon him at any moment, he strives to be always ready. Knowing also that the marks will not be tabulated in the form of per cents he is learning to think of such examinations as means by which he as well as his teacher can learn the joints in his scholastic armor that need strengthening. Then again, though all pupils who have attained the required standard in the teacher's estimates, are promoted without regard to examination, the principal of the school is required to examine all who do not reach that standard. This provision is intended as a safeguard against mistakes, either intentional or unintentional, on the part of the teacher. And, lastly, at the end of the grammar-school course all the pupils are subjected to a severe examination upon the work of the entire curriculum. The design of this examination is, first, to stimulate pupils to obtain a comprehensive grasp of a subject; and, second, to prevent immature pupils from entering the high-school. Under the graded system, where each teacher does but a small fraction of the work in each subject, it seems highly expedient that the pupils in the highest grade should have an opportunity to gather up the scattered ends of subjects, and have time to see the relations of one part to another, and of all the parts to the whole. By the device of a general examination, all the graduating classes being given the same questions, such a comprehensive review as has been described, is rendered not only possible but necessary.

ARBOR DAY.

My official report of the observance of Arbor Day was transmitted to your office in accordance with your instructions. There was more enthusiasm in the interesting and instructive exercises of the day than on any previous occasion. Particularly was this the case with regard to the exercises in Prospect Park, in which several schools participated. An oak tree was planted on the exact spot on which stood the "Dongan" oak — a tree that was mentioned in the famous

Dongan charter as a boundary mark, and that was cut down to form a part of the defenses of the American troops against the assaults of the British and Hessians in the battle of Long Island. The stirring memories of Battle Pass were fitly recalled, and a worthy monument was erected to the memory of the patriot dead.

THE TRAINING SCHOOL FOR TEACHERS.

During the year a definite course of study was adopted for the training school for teachers. The school consists of two departments — a department of theory, and a department of practice. In the department of practice there are eighteen primary classes. There is a model teacher employed for every two classes. Each pupil teacher must teach ten weeks in one of these classes before receiving her diploma. In the department of theory, instruction is given for thirty weeks each year in accordance with the following schedule :

FIRST TERM, TEN WEEKS.	
<i>Knowledge.</i>	Hours per week.
Logic.....	3
Science of education.....	3
<i>Methods.</i>	
Physics.....	2
Botany, mineralogy or zoölogy.....	4
Form, modeling in clay, drawing, color, paper cutting and folding.....	3
Penmanship and blackboard work.....	2
Physical training.....	1½
Observing class work or study.....	4
Music.....	1
Total	23½
• SECOND TERM, TEN WEEKS.	
<i>Knowledge.</i>	
Psychology.....	3
Science of education.....	3
<i>Methods.</i>	
Science of arithmetic and arithmetical analysis.....	2
Botany, mineralogy or zoölogy.....	3
Reading, spelling and explanation of words.....	3
Drawing.....	1
Geography and history.....	2
Physical training.....	1½
Observing class work or study.....	4
Music.....	1
Total	23½
THIRD TERM, TEN WEEKS.	
<i>Knowledge.</i>	
Psychology.....	3
History of education.....	3
<i>Methods.</i>	
Botany, mineralogy or zoölogy.....	3
Primary arithmetic.....	3
Primary language, grammar and composition.....	3
Physical training.....	1½
Drawing.....	1
Observing class work or study.....	5
Music.....	1
Total	23½

The pupil teachers shall be assigned to classes in which they shall teach, subject to the criticism and direction of the members of the faculty.

The teachers who pass through this course of training amply demonstrate by their work in the class-room the wisdom of maintaining such a school.

EVENING SCHOOLS.

The evening school problem here is a most serious one, as it is in most other places. The great difficulty appears to be how to get pupils to attend regularly. So far as I can learn the problem is still as far from solution as ever.

During the school year of 1889-90, the board of education maintained fifteen evening schools, two of which ranked as high schools, in operation for a term of sixteen weeks. The total enrollment for the term was 11,367, divided as follows:

High schools.....	\$2,363
English-speaking adults.....	737
Foreigners, adults.....	1,615
Boys and girls	6,652
Total.....	<u>\$11,367</u>

That these schools did a vast amount of good can not be questioned. Particularly may this be said of the evening high school and of the classes in which foreigners, principally Germans, Swedes, and Italians, are taught to read, speak and write the English language. But when all is said that can possibly be claimed for the work of our evening schools, the fact remains that the attendance is woefully irregular. It thus happens that not more than one-fourth of all who enroll themselves in our evening schools get any substantial benefit from their schooling. The average attendance last term was 4,361, or 38.7 per cent of the total enrollment. This is but a poor showing, I must confess. And yet I have failed to find any other large city in which the results are much, if at all, better.

In order, if possible, to systematize the work of the evening schools, the evening school committee adopted, on the recommendation of the superintendent, the following course of study :

1. This course of study is adopted by the evening school committee, as the order of studies to be followed, under the direction of the Superintendent of Public Instruction, in all the public evening schools of the city of Brooklyn except the evening high schools; and principals will be held accountable for its observance.

2. Principals shall furnish their assistants with copies of this course of study, and shall instruct them in its requirements.

3. The work prescribed by this course of study for each of the several grades shall be the minimum to be accomplished by the teacher during the term. When the pupils of a class shall have completed the studies of the grade before the close of the term, the teacher shall extend their instruction into the work of the next grade.

4. There shall be four regular grades, to be known, respectively, as grade A, grade B, grade C, and grade D, of which grade A shall be the highest.

Scholars not ready to pursue the work of grade D, shall be graded according to the direction of the principals of the schools.

5. At the close of the term, such pupils of grade A as have completed the course in a satisfactory manner shall receive tickets of admission to the evening high schools.

6. Adult classes and classes composed of foreigners shall not be subject to the provisions of this course of study.

7. In grades C and D, the amount of time per week devoted to reading shall be at least one hour forty-five minutes; to language, two hours twenty minutes; to penmanship and business forms, two hours twenty minutes; to arithmetic, two hours twenty minutes.

8. In grades A and B, there shall be ten lessons a week of at least fifty minutes each, divided among the several studies as follows: Arithmetic four, penmanship and business forms four, and language two.

9. In grades A and B, each pupil shall be allowed, under the direction of the principal, the option of omitting one or two of the subjects prescribed, provided that in the case of pupils under sixteen years of age the written consent of the parents be obtained.

GRADE D.

READING.

A Third or Fourth Reader, or its equivalent.

LANGUAGE.

1. *Spelling.* (a) Common words of difficult orthography from the selections read. (b) Homonyms. (c) Names of articles of apparel, furniture and food; of household utensils, etc. (d) Dictation of sentences and paragraphs previously read by the pupils.

2. *Capitals and punctuation.* (a) Capitalization and punctuation of the heading, address, salutation, subscription and superscription of a letter. (b) Review of the work of the preceding grades.

3. *Letter-writing.* (a) Copying simple familiar letters. (b) Writing such letters from outlines. (c) Folding letters and addressing envelopes.

4. *Construction.* (a) Correction of common errors of speech made by the pupils. (b) Drill on the corresponding correct forms.

PENMANSHIP AND BUSINESS FORMS.

Bills (a) Copied. (b) Made from memoranda.

Use of copy-books optional.

ARITHMETIC.

1. *Written.* (a) Addition, subtraction, multiplication and division of United States money. (b) Easy examples in addition and subtraction of common fractions. (c) Practical problems.

2. *Mental.* (a) The aliquot parts of a dollar and their applications. (b) Finding fractional parts of small numbers to $\frac{8}{8}$. (c) Problems involving the denominations of linear measure as high as the yard, of liquid measure as high as the gallon, and of avoirdupois weight as high as the pound.

GRADE C.

READING.

A Fourth Reader or its equivalent.

LANGUAGE.

1. *Spelling.* (a) The more difficult words in the selections read. (b) Homonyms. (c) Names of articles of apparel, furniture, and food; of household utensils. (d) Dictation of sentences and paragraphs after preliminary reading or copying.

2. *Capital and punctuation.* (a) Capitalization of words denoting nationality; of North, South, East and West; and of the first word of a quotation. (b) Use of the comma to separate the words in a series; to set off a quotation; to set off the name of a person addressed. Quotation marks. (c) The work of preceding grades incidentally reviewed.

3. *Letter writing.* (a) Familiar letters from outlines. (b) Original letters. (c) Folding letters and addressing envelopes.

4. *Construction.* (a) Correction of common errors of speech made by pupils. (b) Drill on the corresponding correct forms.

PENMANSHIP AND BUSINESS FORMS.

1. Receipts, checks and notes. (a) Copied. (b) Written from memoranda.

2. Review of the work of the preceding grade.

Use of copy books, optional.

ARITHMETIC.

Written and mental. (a) Common fractions completed. Decimal fractions commenced. (b) Simple examples in reduction of denominate numbers in the tables already prescribed. (c) Easy practical problems.

GRADE B.

READING—OPTIONAL.

Language.

1. *Spelling.* Careful drill on the words misspelled in the written work of the pupils, with occasional reviews from lists of these words kept by the teacher.

2. *Capitals and punctuation.* (a) The rules for the use of capitals completed and reviewed. (b) Punctuation as required in the written work done by the pupils.

3. *Letter writing.* (a) Continued practice in writing familiar letters. (b) Simple business letters. (c) Folding letters and addressing envelopes.

4. *Construction.* (a) Correction of errors made by the scholars in their written work. (b) Careful drill on the corresponding correct form.

Penmanship and business forms.

1. Cash and personal accounts, and accounts current. (a) Copied. (b) Made from memoranda.

2. Review of the forms taught in the preceding grades.

Use of copy books, optional.

Arithmetic.

Written and mental. (a) Review of common fractions. Decimal fractions completed. (b) Reduction, addition and subtraction of denominate numbers, with the following tables only; linear, square and cubic measure; liquid and dry measure; avoirdupois weight; time measure. (c) Measurement of rectangular surfaces and solids, with practical applications.

GRADE A.

READING—OPTIONAL.

Language.

1. *Spelling.* As in grade B.
2. *Capitals and punctuation.* As required in the written work done by the pupils.
3. *Letter writing.* Business correspondence exclusively.
4. *Construction.* As in grade B.

Penmanship and business forms.

1. Review of forms taught in preceding grades.
 2. Drafts.
 3. Bookkeeping.
- Use of copy books, optional.

Arithmetic.

Written and mental. Percentage and its applications to commercial discount; commission, for the calculation of commission and net proceeds; profit and loss, all the ordinary cases; stocks, for simple transactions in buying and selling and for calculating incomes; exchange, domestic, without time; interest, for finding interest and amount only; bank discount, for finding discount and proceeds only.

COMPULSORY EDUCATION.

The following table exhibits the work performed during the past year, under my direction, by the attendance officers in enforcing the compulsory education law, as compared with the year 1888:

Statement showing the work of the attendance bureau from November 1, 1889, to November 1, 1890.

	Year ending Nov. 1, 1890.	Year ending Nov. 1, 1889.	Increase.	Decrease.
Total number of visits made	36,223	29,579	6,644	....
Total number of cases investigated	5,843	5,826	17	....
Total number of cases reinvestigated.....	2,537	2,342	195	....
Total.....	8,380	8,168	212	....
Children kept at home by parents.....	1,792	1,813	.....	21
Children kept at home by sickness.....	1,066	1,074	.....	8
Children kept at home by poverty.....	430	420	10	....
Children taught at home.....	3	5	.....	2
Children mentally or physically disqualified.....	5	15	.....	10
Children transferred from one school to another.....	196	177	19	....
Children under eight or over fourteen years of age.....	349	253	96	....
Children withdrawn from school... { Left the city.....	141	126	15	....
{ Gone to work.....	106	81	25	....
Children whose residence could not be found.....	244	291	.....	47
Children found to be truants and returned to school.....	2,666	2,549	117	....
Children found to be truants and committed to attendance schools.....	182	216	.....	34
Children found to be truants and committed to Truant Home by parents through agent	68	102	.....	34
Children found to be non-attendants and placed in school .	1,058	974	84	....
Children found to be non-attendants and committed to Truant Home by parents through agent	10	12	.....	2
Children found employed in compliance with compulsory act.....	32	32	.....	....
Children found employed contrary to compulsory act and placed in school.....	32	28	4	....
Total.....	8,380	8,168	212	....

It is something to have rescued 1,068 waifs from the streets of a great city; it is something to have returned 2,666 truants to their regular schools; it is something to have placed 250 boys, apparently incorrigible, in schools where they will have a chance for reformation, but all this is very small compared with what might be done, had we a compulsory law such as that outlined in your last annual report.

BUFFALO.

J. F. CROOKER, *Superintendent*.

[Written report not received in time to appear in proper place. If received, it will be found at close of this Exhibit.]

COHOES.

WILLIAM J. McCLUSKY, *Superintendent*.

GENERAL.

The educational progress in all departments of school work has been very satisfactory for the past year.

Arbor Day was observed by all schools in the city. A few flowers and trees were planted, and appropriate literary exercises held in all schools. No school holiday seems to meet the approval of teachers and pupils better than this day. The lessons intended by the observance of this day can not but produce lasting impressions upon children.

One new school-building was completed during the year. It is located on the corner of Columbia and Main streets. This building has four school-rooms, and a seating capacity of 200. It is occupied by primary and grammar grades.

Four graduates from the high school of this city entered the State Normal School at Albany during the past year.

According to the rules of the board, the annual examination for teachers' certificates was held by the superintendent at the grammar school on October first to third. Ten candidates were successful out of a class of twenty-three. By order of the board, certificates were granted to the successful candidates and their names were entered upon the list of substitute teachers.

TEACHERS.

The whole number of teachers employed in the public schools of this city is fifty-six. Eight hold normal certificates, three have State certificates, one is a collegiate graduate, and thirty-three were graduated from the high school in this city. No removals or changes were made in the corps of teachers during the year. Four grade meetings are held during each month, at which methods are discussed and illustrated by classes being taught before the teachers of the different grades. Besides grade meetings, there has been established a teachers' association, which meets on the first Monday of every month. Teachers are appointed to prepare articles on some educational subject, and discussions follow the reading of each paper. Every teacher is a subscriber to some educational journal and articles in these papers are often discussed. I can heartily say that the teachers in this city are earnest and zealous workers and are ever ready and willing to coöperate in any work which may tend to advance them in their method of teaching or promote the progress of school work.

PENMANSHIP.

One of the first and most important questions which confront the teacher, is the adoption of some proper method for writing. It is certainly true that very poor results are often obtained because teachers do not prepare themselves for the classwork. Unless a teacher is an excellent penman, it is necessary to practice the copy and exercises on paper or blackboard before class time in order that proper instruction may be given pupil in movement and formation of letters. It is very essential that correct ideas are obtained in the beginning, so that a degree of proficiency may be attained in this important subject. The place at which it seems proper to begin is in the primary grades. True, we can not expect to reach any marked rapidity in those grades, but with constant supervision of the work by teacher two essential elements can be obtained, namely, proper movement and correct form of letters. I think that I can say without much hesitation, that writing is ignored in many of our schools, or at least the scholar is both pupil and teacher. This can only be remedied at a time when teachers are obliged to prepare each day's lesson. For all know how indispensable to the teacher is a thorough knowledge of the subject to be taught. To be architects we must have a thorough knowledge of building. To be captains we must be practical sailors; the teachers, then, of writing, must be students. What child does not like to write and draw? These come to him, we might say, naturally, and if encouraged in this art, he can not but make progress. In all grades teachers require pupils to have foolscap paper for practicing copy before attempting to write in copy-book. Practice work is continued each day about fifteen minutes before beginning regular work in writing-book. Pupils are taught at first how to form the short letters, namely, i, u, v, x, a. Teachers observe that pupil has proper position when writing and that all the forearm is upon the desk. We feel that defects exist in the results obtained in writing in the schools of this city, but hope to be able to report marked improvement at the close of the scholastic year.

READING.

Reading is taught from script on the blackboard, using word and sentence methods. Monroe's charts are used after pupils have learned a sufficient number of words from blackboard. Primer and chart work is continued about one-half the school year. Pupils are trained to secure the thought before attempting to read aloud. Exercises in the study of words are given daily in connection with the reading lesson. Due attention is given to definitions, synonyms and paraphrasing. In all grammar grades pupils are obliged to learn some of the important gems of our literature, and memorize certain portions from standard writers of prose and verse. I have felt that in the advanced grades, the text-book alone was not sufficient to produce good readers, nor does it cultivate a taste for reading. This year, besides using text-book, the following have been read:

Evangeline	Longfellow.
Courtship of Miles Standish	Longfellow.
The Deserted Village	Goldsmith.
Essay on Lincoln	Lowell.
Enoch Arden	Tennyson.
Essay on Frederick the Great	Macaulay.

DRAWING.

The work in drawing was begun in September, 1889. When the Prang system of form study and drawing was introduced, an assistant in Prang's normal drawing class took charge of the work during the year, directing the teachers by meeting them at intervals of two, three and four weeks. The work was successful for a first year's effort, so much so that an exhibit of the clay modeling, paper cutting and drawing was made at Saratoga in July, 1890. The work is directed by the same assistant this year. The board has compelled the teachers this year to meet the drawing teacher every three weeks. Three divisions have been made of teachers, and each division is obliged to do regular class-work at those meetings. Drawing-books and pencils are furnished to the teachers by the board, and one hour and a half is given to regular drawing-work.

EVENING SCHOOLS.

Ten evening schools were opened on the third Monday of October. The number of pupils in attendance was 333. The board furnishes text-books to all children. The school hours are from 7 to 9 p. m. Special attention is given to arithmetic, language and penmanship. There are few cities in which evening schools should be more than in this city. A great number of the children in this city go to work in the mills at an early age, and consequently would receive no education whatever were it not for evening schools. It is gratifying to report that the school board has always been generous in furnishing all supplies, and in no case have pupils had reason to complain. However, there are ample opportunities of making reforms in our schools, but I feel as though there had been a marked improvement both in discipline and work during the year.

CORNING.

A. GAYLORD SLOCUM, *Superintendent*.

The city charter granted to Corning by the last Legislature contained no provision for consolidating the school districts, hence the boundaries remain the same as before. It is hoped, however, that during the present school year they may be united into one system.

No marked changes have been made in the plan of conducting the schools since my last report. Several of our best teachers resigned at the close of last year, most of them to enter college or a normal school, and to fit themselves for still greater usefulness. Of those employed to take their places three are graduates of normal schools and one has spent two years in college, and all are doing their work well.

The progress in drawing during the past year, under the general supervision of a competent instructor, was eminently satisfactory, and the same plan will be followed this year.

Arbor Day was observed in all departments but one by exercises appropriate to the day.

Certainly, no year has witnessed greater progress in the regular work of the school-room, and the support of the schools and interest in them is continuous and enthusiastic.

The number of pupils enrolled during the year was 1,365, and the average attendance was larger than usual.

The expenses for salaries of superintendent and teachers were \$11,925, and for all other purposes \$8,527.66.

If a school can be estimated by the positions of honor and usefulness held by the graduates, we have reason to feel that we have not labored in vain.

The superintendent gladly acknowledges his indebtedness to the Superintendent of Public Instruction, and to the educational gatherings of the year, for valuable suggestions and encouragement in the work.

DUNKIRK.

J. W. BABCOCK, *Superintendent.*

STATISTICAL.

I have the honor to submit the following report of the public schools of Dunkirk for the year ending July 25, 1890:

FINANCE.

Receipts.

Balance on hand July 26, 1889.....	\$6,133 82
Amount apportioned by State Superintendent	6,236 04
Amount raised by tax in November, 1889.....	19,857 88
Amount received from the Regents.....	465 68
Total	<u>\$32,693 42</u>

Expenditures.

For teachers' wages.....	\$16,815 00
For library	27 70
For school apparatus.....	55 00
For repairing school-houses and sites	1,261 53
For steam heating in two buildings	2,050 00
For school furniture	328 00
For fuel.....	1,057 51
For librarian	25 00
For secretary of board	150 00
For city superintendent.....	1,600 00
For janitor	2,352 00
For supplementary readers.....	94 50
Apportionment to St. Mary's Orphan Asylum.....	1,198 33
For miscellaneous.....	590 62
Total expenditures.....	<u>\$27,605 19</u>
Amount on hand July 25, 1890.....	<u>\$5,088 23</u>

SCHOOLS, TEACHERS AND ATTENDANCE.

Of our nine school buildings, seven are constructed of brick and two of wood. We have six primary schools, five intermediate, two primary and intermediate combined, one grammar and one high school.

Of the forty-one teachers employed, two hold State certificates; six, normal diplomas and the balance local licenses. Teachers' meetings are held regularly once in four weeks, and are well sustained by the active coöperation of all the teachers. At these meetings, is discussed

a systematic course of the best works on the theory and practice of teaching, supplemented by the experience of those present.

The whole number of pupils enrolled during the year was 1,315, and the average daily attendance was 957+.

MISCELLANEOUS.

Formerly we held preliminary examinations in all grades each month; now we have them only at the close of each term. The change leads to no harm, saves much actual working time and frees the pupils from considerable vexation. In the high school, Regents' examinations have been reduced from three to two each year. Examinations for promotion occur at the close of each year in June.

Although our school library is small, I am satisfied it does not produce the good it ought. The restrictions, some perhaps necessary, others the result of conservative tradition that are usually placed upon a school library, work against that intimacy that should exist between it and the pupils. Partly to overcome this defect, and partly to stimulate interest in reading as a regular branch of instruction, we have placed in all of our schools nearly 300 volumes of historical and scientific supplementary readers. The result in every particular has been far more satisfactory than was expected.

Another step that has been taken in the path of progress is the introduction of vocal music into our schools. Prior to its adoption, many of our teachers feared that without special instructors, the subject could not be properly taught, and some of the school officers even urged the incapacity of many pupils to learn music, but I am pleased to say that upon a very brief trial, all these objections were shown to be groundless. Vocal music is with us to stay as one of our most interesting and valuable features of the school course.

Mention should be made of the quite extensive improvements in our chemical laboratory, by means of which each student in that subject is enabled to have a convenient table well supplied with all the apparatus and chemicals necessary to perform ordinary experiments.

In conclusion, permit me to say the general condition of our schools is good and steadily improving.

The official management is harmonious, and the patrons seem interested and willing to coöperate in the establishment and perpetuation of educational advantages.

ELMIRA.

E. J. BEARDSLEY, *Superintendent.*

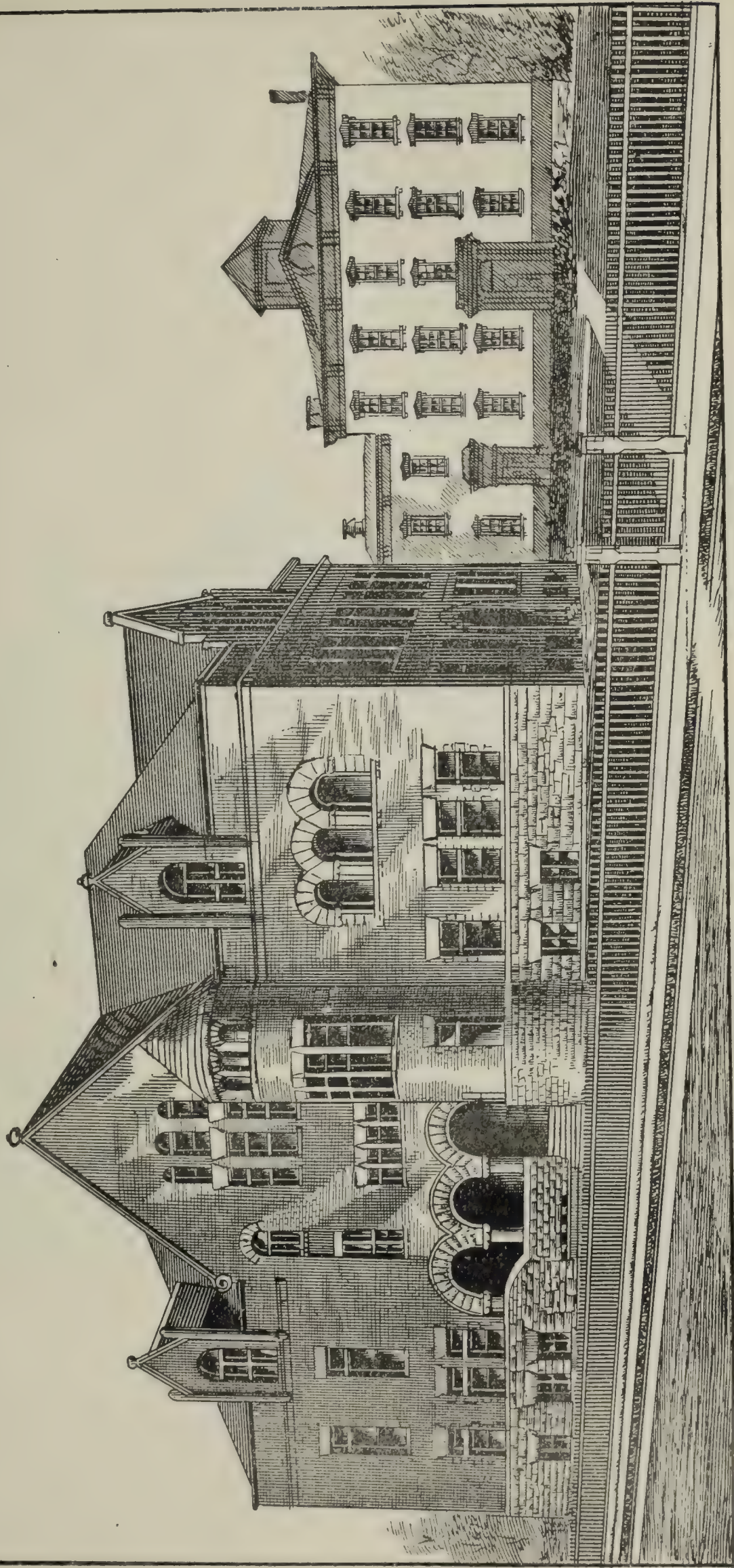
GENERAL.

The changes in the organization of our schools, made necessary at the beginning of the year by the addition of one grade to the grammar school course, the introduction of several new studies and a new course of study have caused us some trouble during the year. These changes, and the prevalence of scarlet fever and diphtheria during several months of the year, caused the examination tests to be less satisfactory than in some former years. Notwithstanding these embarrassments good work was done. The teachers and pupils



FIRST WARD SCHOOL, AMSTERDAM.

UNION FREE SCHOOL DISTRICT NO. 11.



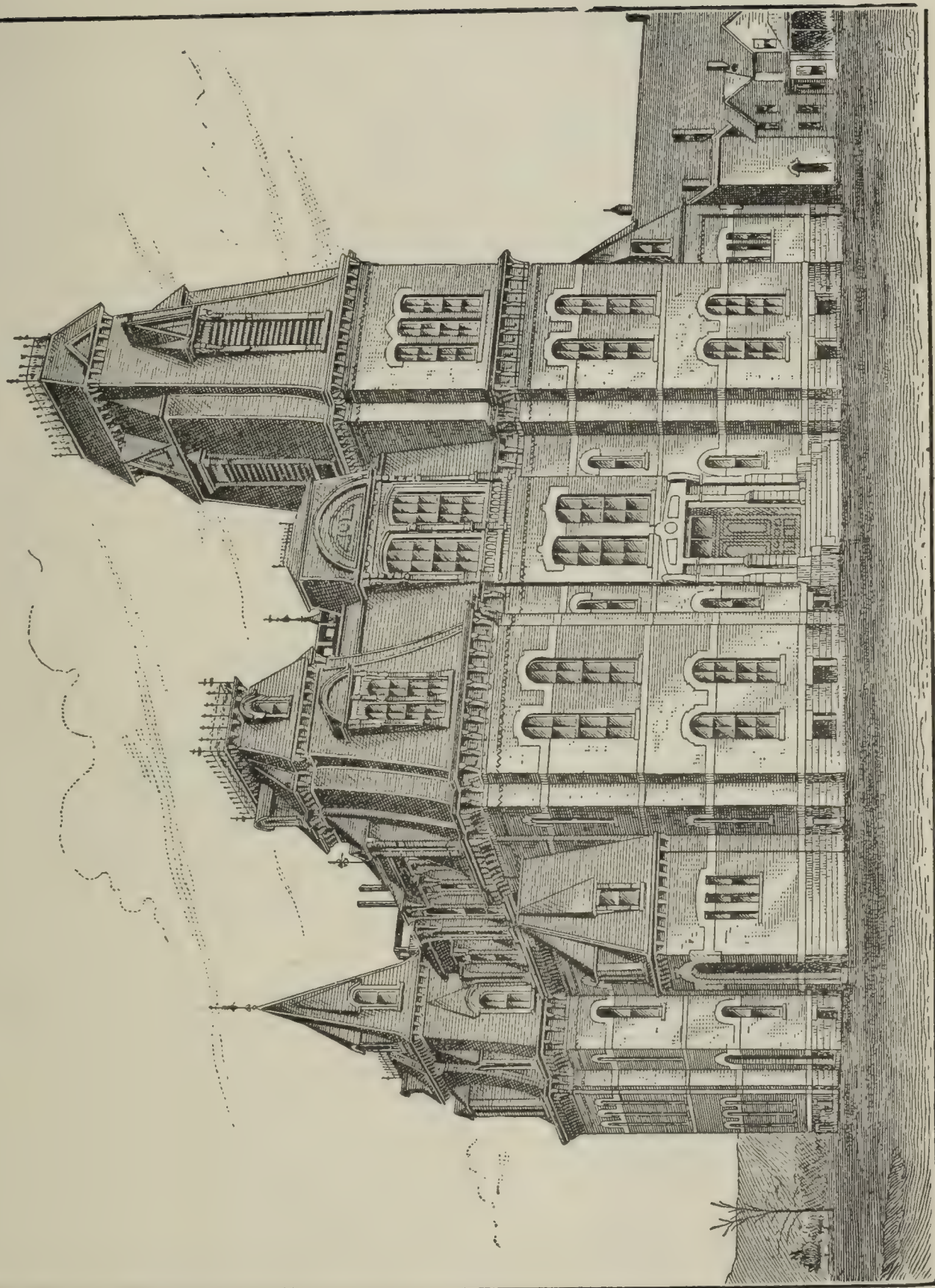
NEW HIGH SCHOOL BUILDING, AUBURN.
SHOWING OLD HIGH SCHOOL BUILDING IN THE REAR.



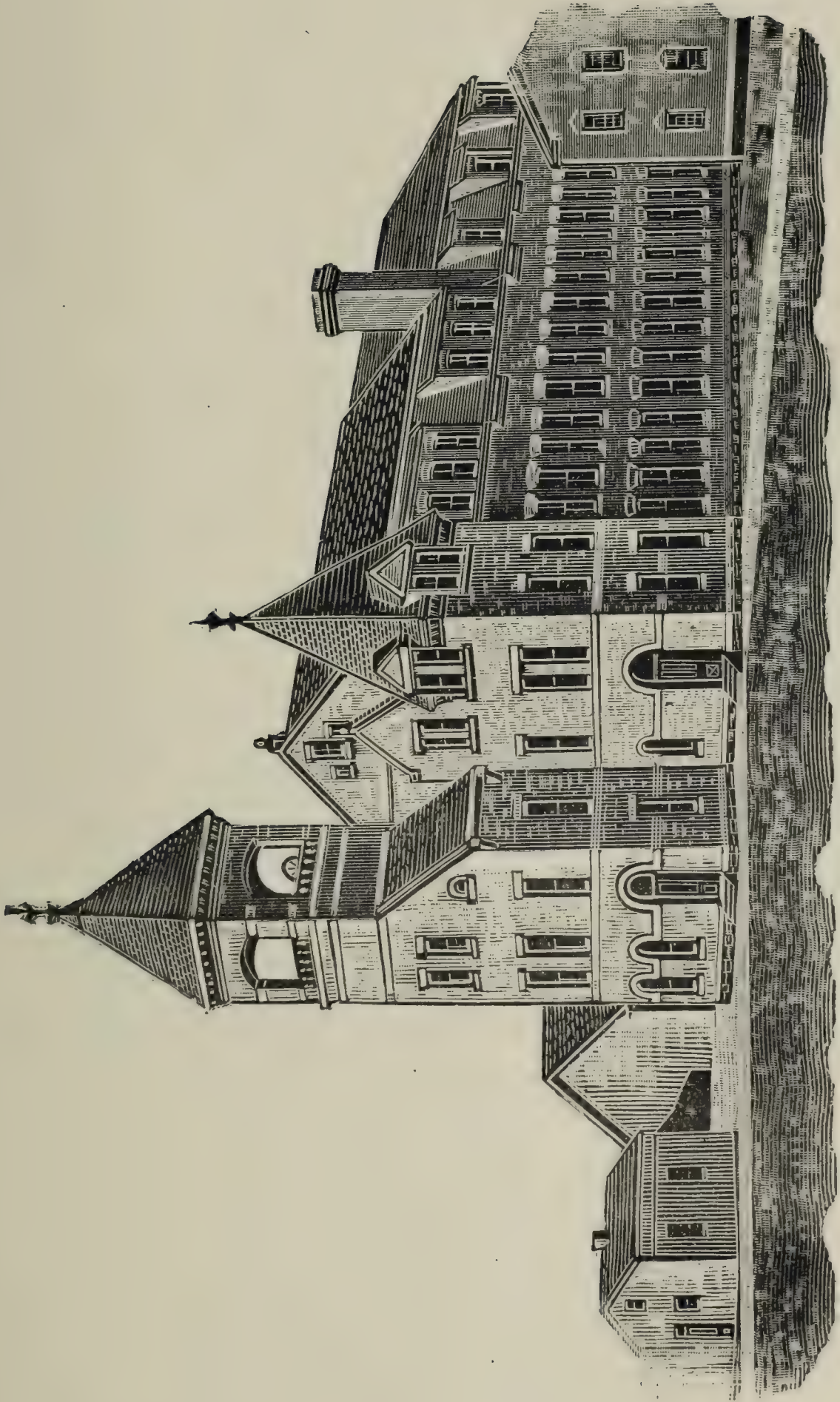
PUBLIC SCHOOL No. 10, BINGHAMTON.



CORNING FREE ACADEMY.



SCHOOL BUILDING, DISTRICT No 4, ELMIRA.



PARK SCHOOL, HORNELLSVILLE.



HIGH SCHOOL BUILDING ITHACA.

12000/



KINGSTON FREE ACADEMY.

THE
LIBRARY
OF THE
MUSEUM OF NATURAL HISTORY
AT
THE UNIVERSITY OF CHICAGO

labored earnestly to make up time lost, and in most cases with gratifying success. Our school savings banks still prosper. One more school adopted the system. The total deposits in the three schools at the end of the year was \$3,474.58, being the savings of about 700 children. Our plan of operating these banks is very simple, requiring but little time of the teachers, and the effect upon the children and their homes seems to be in every respect beneficial.

We are still without a suitable building for our high school, and in consequence are much inconvenienced and hindered in that department. Our long waiting will make us fully appreciate a good building when we get it.

The greatest need of our school system at the present time, in this city, is some form of a compulsory education law that can be put in force. I hope the day is not far distant when our legislators will give us such a law.

GLOVERSVILLE.

JAMES A. ESTEE, *Superintendent.*

Number of children of school age in the city.....	3,658
Number of children registered in the school.....	2,507
Average daily attendance.....	1,720
Per cent of attendance.....	69
Number of teachers employed.....	39
Number of teachers graduated from normal schools.....	32
Number of school buildings.....	6
Number of sittings for study.....	2,118

On the 19th of March 1890, Gloversville became a city and it now comprises nearly all the territory formerly included in districts Nos. 15, 16 and 17 of the town of Johnstown, and also a portion of what is commonly known as Berkshire. By this consolidation the Kingsboro Union School, one or more district schools and the Gloversville Union School were united. There were enrolled during the year in the academic departments 171 pupils, eighty-four of whom were reported to the Regents as entitled to be counted in the distribution of the literature fund.

COMM-F

At the close of the last school year, Superintendent H. A. Pratt presented his resignation to the board of education, after having served here either as principal or superintendent of schools for twenty-three years. During that period Gloversville had grown from a village of 4,000 to a city of 14,000 inhabitants. It is but simple justice to say that Professor Pratt leaves his school work, having won the universal respect of this community.

HORNELLSVILLE.

WILLIAM R. PRENTICE, *Superintendent.*

THE DISTRICT.

The area covered by our schools is known as "School District No. 7, town of Hornellsville," and we have always reported to the school commissioner of the county, because from our location in this deep

valley, many families at some distance from the borders of the city can get school privileges only in town, and so are embraced within this district.

The total number of persons of school age residing in the school district is 3,238, of these 2,168 attended the public schools during some portion of last year, or very nearly sixty-seven per cent of the total school population. Added to this, 206 pupils were enrolled in the parochial (Catholic) school. Many of these last, however, were in attendance in the public school during some portion of the year.

DIFFICULTIES.

Right here lies one of our disturbing elements. Pupils who become dissatisfied, or are subjected to discipline in either school, quit and go to the other, while often they are called out from the public schools to attend the parochial, in the midst of a term, and are returned to us in the same unceremonious manner. Both these are a serious cause of loss and failure.

We are also beginning to feel the effects of "child labor" in mills, factories and stores. With some parents the labor of their children is an actual necessity, with more it is not. The discouraging feature of this business, is that the proportion of boys here who do not gain knowledge of even the rudiments, is increasing.

But there is always hope for an American boy who is regularly employed in some respectable calling. The danger is in that ever-increasing army of idle vagrants who are not in school, are not restrained by any parental authority, and are not engaged in any useful occupation. The number of these, even in our town, is large and increasing. Compulsory attendance on school could not be enforced here, unless the authority was vested in school trustees.

SCHOOLS AND TEACHERS.

Our schools, four in number, are conveniently located for the accommodation of all. The buildings are pleasant, are well lighted and warmed and fairly well ventilated.

Our teachers, forty-one in number, are as a whole thoroughly qualified and enthusiastic in their work. Of these, below the academy, eighteen are high-school graduates and twelve have had a normal training. An inspection of their work, would, I think, convince any one that teachers "are born, not made," and that a liberal amount of training in the way of advanced study is a good investment for any teacher.

During the month of September, 1890, we registered but 1,739 pupils, a few less than last year. Of this number but one pupil received corporal punishment. Our rule does not allow a teacher to punish a child till she has reported his case to the principal who determines the amount and manner of his punishment, and this is *always administered privately*. Our teachers control their rooms easily and the order is *good enough*.

SOME CHANGES.

In two schools the closets have recently been removed from the yards to the basements. In both cases obscene writing, and pictures, and filth were common. Since the change, with the best conveniences, always kept clean and frequently painted, there has not, in either

school, been a single indecent act, not a picture, not a word of writing.

We have introduced music and drawing into all grades. The question is often asked, "do they not interfere with the regular work?" After two years of trial we find all our grades as far advanced in their other studies as before the music and drawing were introduced.

We have also taken out the recesses and shortened both sessions. In the central school, the morning session, beginning at 9, closes at 11.45; the afternoon session begins at 1.30 and closes at 3.45. In the other schools the afternoon session begins at 1 and close at 3.15. The changes have reduced truancy and have not affected the work.

We are also gradually abolishing the school play-grounds and reducing them to lawns. We believe there is, consequently, an improvement in manners. Almost the only chance for contamination in the public schools is in the closets and on the play-grounds. We are learning to guard both these more closely.

We give much more handiwork than formerly to our younger grades, and in geography, arithmetic and grammar, are used only as a means of developing thought and language. So far, we are satisfied with the results.

The school savings bank is still popular; the weekly deposits average seventy dollars, the amount drawn out on checks about sixty-five dollars. The amount on hand at the close of last year was \$3,484.40; the number of depositors 827; average to depositor, four dollars and sixteen cents. We discourage the deposit of large sums, and encourage pupils to draw it out for useful purposes.

AMERICAN LITERATURE.

The only change in our course made during the year has been the addition of American literature. This is our course in it:

Fourth Year.

"Hawthorne's Wonder Book," parts one and two, or the following selections from Longfellow: "Children's Hour," "The Old Clock on the Stairs," "The Village Blacksmith," "The Building of the Ship," and "Hiawatha."

Fifth Year.

Bryant, "The African Chief," "To a Water Fowl," "Song of Marion's Men," "Death of the Flowers," "Planting of the Apple Tree," "Little People of the Snow." From Longfellow, "Evangeline," "Psalm of Life," "Footsteps of Angels," "Daybreak," "Hymn to the Night."

Sixth Year.

"The Reaper and the Flowers," "Skeleton in Armor," "The Builders," "The Ladder of St. Augustine," "Daybreak," "Courtship of Miles Standish," "Decoration Day," "Mad River."

Seventh Year.

Whittier: "Songs of Labor," "The Shoemaker," "Shipbuilders," "Huskers," "Corn Song," "The Pumpkin," "The Barefoot Boy," "Mary Garvin," "The Witch's Daughter," "Skipper Ireson's Ride," "Barbara Frietchie," "Snow Bound," "Among the Hills."

Eighth Year.

Longfellow: "Bells of Lynn," "The Hanging of the Crane," "The Bridge of Cloud." Bryant: "The Forest Hymn," "Thanatopsis." Whittier: "The River Path," "The Eternal Goodness." Sir Walter Scott: "Marmion," "Lady of the Lake."

This work is done as supplementary reading, and is made the basis of composition work. Pupils are encouraged to buy the books containing these selections. This is substantially the work done last year in these same grades.

SUPPLIES.

Our school board do not furnish pupils with text-books, but they do furnish all the ordinary small supplies, pens and penholders, ink, practice paper for writing-books, tablets and white-print paper for practice drawing and test written-work, slate-pencils, lead-pencils, and drawing-pencils. In this way the material is always on hand for any pupil to go to work.

We practice the "graphic system" of map drawing, and sketch all our maps, as we do other objects, by the eye alone.

PROGRESS BOOKS.

We furnish each teacher with a "progress book." In this she makes a brief record of the work done in each subject each day. These books enable principals to keep track of the progress of the work, are an incentive to teachers to *plan* their work systematically, and when the regular teacher is absent, the "supply" can at once determine what has last been done.

We have not a teacher but takes a school paper of some sort. They have an "association," meeting once a month, in which illustrative lessons are taught and methods are discussed. They elect their own officers, collect their own dues, and spend them as they please.

We shall never catch up with some schools in the country, but we shall never leave off trying. This is, I believe, the universal sentiment of our teachers.

HUDSON.

W. S. HALLENBECK, *Superintendent*.

POPULATION AND ATTENDANCE.

There has not been an enumeration of the inhabitants of this city, for any purpose, between the years 1880 and 1890, and the number of children of school age as given in the annual report, 3,700, is estimated. I suppose, in accordance with the general opinion that the late census returns are very defective, there will be more populations estimated in the future than in the past.

Our enrollment the last year shows a slight decrease, as also does our attendance.

The registration shows as follows: Boys, 691, whose average age was 10.7; girls, 635, whose average age was 10.2.

The enrollment in the first year of the primary grade, under four teachers, was 414, making it necessary to divide the classes and give them half-day sessions, as was done last year. And while it is a matter of necessity with the board to make this division, I am inclined to think that it is better for the children that it is so; and this opinion is shared by the teachers in that grade, and very many parents.

MISCELLANEOUS.

The entire cost of the schools ending July 25, 1890, was \$12,647.41; the average cost per pupil was nine dollars and fifty-seven cents; the average salary of teachers was \$413.88.

The number of teachers employed during the past year was twenty-three, all females, with an average class membership of fifty-eight. Our teachers all hold licenses granted by the board of education on the result of examination. Three of our teachers resigned at the end of the school year; two of them to accept better and more lucrative positions in other cities, and one to get married. The vacancies have been filled, and very acceptably, by graduates of our high school. An overcrowded class of the second year has been divided and an additional teacher provided, making the number of teachers employed this year twenty-four, an increase of one over last year.

Being much pressed for room, and receiving a generous offer from the trustees of Hudson academy to let them have that property at a nominal rent, the board of education accepted the terms, and have placed our high school in it for temporary quarters. While the movement met with some opposition at the outset, it was so evidently a measure of relief from the overcrowded condition of the schools that eventually it must come to be regarded with favor.

The board of education have had the matter of revising the course of study in our schools under consideration for about a year, and have finally completed their labors and adopted a new curriculum. The most important changes are those of taking American history and civil government from the high-school course and complete them in the grammar school. Upon the organization of the high school in 1881, the new curriculum provided that in both the scientific and classical courses there were certain elective studies the pupils could take, graduate in them, and omit the others. From that time there has been confusion in the high school about examinations. Instead of the board prescribing a definite course of study, they allowed each pupil to be a law unto himself and make a selection, which had the effect to increase the number of classes and consequently the work of the teacher. We expect to remedy the matter entirely within the coming year.

Two examinations were held in all the grades last year and they were made the basis for promotions, except in individual cases, where the teachers recommended a different course. It is the unanimous opinion of the board that the teachers could be safely depended on to make the promotions on the record the pupil makes and her knowledge of his ability.

A year ago it was our proud boast to be able to say that we had eliminated the last relic of barbarism from our public school system by abolishing corporal punishment. In the light of their experience as husbands and fathers, the members of the board believed that Solomon's wisdom had been overrated when he penned that proverbial couplet that has affected the lives of so many boys: "Spare the rod and spoil the child." They rather questioned the wisdom of a man who wanted to use up the vigorous wood growth of the country on the boys, and yet attempted to live with thirty wives at the same time. They thought that in the light of the nineteenth century the tough and vigorous sprout should be allowed to grow and bear fruit, and teachers should learn to lead with love and kindness. But the dream was not realized. Some of the primary teachers asked the board to restore to them the privilege of using corporal punishment, hoping that the mere knowledge of their having such power would

act as a "moral" agent in suppressing disorder. The request was granted, and while it was, seemingly, a backward step the teachers have not been obliged to avail themselves of the privilege.

ITHACA.

L. C. FOSTER, *Superintendent.*

STATISTICS.

Population of the city (census of 1890).....	10,960
Number of children of school age.....	2,803
Number registered in the public schools.....	1,888
Number of days' attendance.....	274,353
Average enrollment.....	1,464
Average attendance.....	1,400
Number of teachers employed.....	37
Average number belonging to a teacher.....	39
Average attendance per teacher.....	38
Per cent of attendance.....	94.3
Days of absence.....	16,870
Cases of tardiness.....	767
Ordinary expenses of the schools.....	\$26,164 24
Payments on indebtedness for buildings.....	6,125 00
Total cost of the schools.....	32,289 24
Cost per capita in average attendance, for instruction and supervision.....	13 96
Cost of text-books per pupil in average attendance.....	49
Cost per pupil in average attendance for all ordinary expenses.....	18 67

The school population is seventy greater than in 1889, but it is still considerably less than in 1884, when it was 3,008. The registration in the public schools was also seventy greater than in the preceding year, and, including the enrollment in the parochial school, it was about eighty per cent of the school population.

All our school-buildings, with one exception, are quite as full as is desirable, while the high and grammar schools, and many rooms in the central building are overcrowded. Steps must soon be taken to increase the school accommodations.

The results of the year's work in the several schools were quite satisfactory, considering the fact that considerable absence was caused during the winter and spring by the general prevalence of scarlatina and measles.

THE HIGH SCHOOL.

The Ithaca high school continues to maintain its rank as one among the largest and best schools in the State. It is steadily growing in importance as a preparatory school for Cornell university. Last year seventy-six students were registered in the university who had made a part or all their preparation in the high school; eight of these were in the senior class, nine were juniors, twenty-five were sophomores and thirty-four were freshmen. The entire registration for the year, including 102 non-resident students, was 373; the average daily attendance, 270; the number of academic scholars, 263; the number of preliminary certificates granted by the Regents, eighty; the number of intermediate certificates, fifty-one; the number of Regents' diplomas, thirty-five; the number of successful papers in the Regents' advanced examinations, 897; the number of graduates, forty-five.

More attention will hereafter be given in the high school to the study of English and American authors and to composition. The

complaint has been made, and perhaps justly, that a considerable proportion of the graduates from our secondary schools are lamentably deficient in their acquaintance with the writings of standard authors, and in their ability to express their own thoughts in clear and correct language. It is certainly not to the credit of the schools that their graduates are able to express themselves only in a loose, disjointed and inaccurate manner, and with entire disregard of the rules of spelling, punctuation and syntax. In order that the above mentioned criticism may not justly be made of our graduates, a superior teacher will hereafter devote her full time to the teaching of English, and it is expected that every student will take the required work in critical reading of authors and in composition.

The instruction of the teachers' classes has been rearranged so as to carry out with efficiency the course of instruction as revised by the Department of Public Instruction, and Miss Lucy B. Allen, a graduate from the Cortland Normal School, who has had several years of very successful experience, will devote half her time to the instruction and management of the class.

A marked feature of the high school is the interest taken in, and the excellence of, the vocal music. The instruction given during the past three years in the lower grades begins to show its effect in the high school, as class after class is promoted thereto. The excellent character of the work done in the high school by Professor Dann was exhibited by the singing of the chorus at commencement, eliciting, as it did, strong words of praise from those present who were best able to appreciate it.

STATE SCHOLARSHIPS.

Thirteen students, nearly all of whom were members of the high school, were competitors for State scholarships in Cornell University at the examination held on the first Saturday in June. Robert W. Quick, whose standing in the examination was 296 out of a possible 300, being the highest in the State, secured the scholarship due Tompkins county. Later, six others, Nellie Hoag, Thomas Kelsey, Seth D. Higley, Wallace B. Beardsley, Cora E. Smith and Hannah G. Herson received appointments to fill vacancies in other counties.

By a recent decision of the State Superintendent, "When a State student has, for any reason, been debarred the privileges of the university and prevented from attending upon its instruction, he must be deemed to vacate his scholarship," all such vacated scholarships are awarded to other competitors who entered the university without receiving scholarships. The effect of this decision will be: First, that students intending to compete for State scholarships will make more careful preparation for admission, so as not to lose their scholarships by being dropped for failure in examinations; and, secondly, all competitors for scholarships who enter the university without them are quite sure of securing scholarships for at least three years.

DEATH OF HON. E. S. ESTY.

On Thursday evening, October second, ex-Senator E. S. Esty, who had served continuously for sixteen years as president of the board of education, died very suddenly in Boston. Only two days before his death his annual address to the board had been received, with instruc-

tions to present it at the meeting to be held October seventh. Senator Esty was an ardent friend and a warm supporter of our public schools. His strong influence in this community was at all times cheerfully given for their improvement. In his death our schools have sustained an irreparable loss.

JAMESTOWN.

ROVILLUS R. ROGERS, *Superintendent.*

GENERAL.

The most important event in the history of the Jamestown public schools for the past year, was the resignation of Superintendent Samuel G. Love after nearly twenty-five years of continuous service. He organized the union school system in what was then the village of Jamestown, and through all the intervening years his brain has planned and his hand directed all its development, and whatever merits the schools of Jamestown possess they owe in no small degree to his unremitting and faithful efforts. We who know best the character of these schools look upon them as a most fitting monument to his zeal and wisdom.

As the schools were under my supervision for so short a time, so far as this report deals with the events of the past year, it will be understood that it refers to the results of my predecessor's labor.

SCHOOL BUILDINGS.

Our constantly increasing school population necessitates frequent additions to the number and capacity of the school buildings of the city. There are now in use ten buildings, eight of brick and two of wood. One of these a substantial brick, well-lighted and ventilated, was erected during the past year. In at least three districts the school accommodations are insufficient, and the board of education has under advisement the enlargement of one building and the erection of another at an early day. During the last vacation the high school building, which also contains the grammar schools and special departments, was put in thorough order at considerable expense. The improvements included new desks for teachers and pupils, new floors, the decorating of the walls, and an improvement of the ventilating system. Most of our school-houses are now fairly adapted to the needs of the schools with the single exception of the matter of ventilation. In the older buildings this was either entirely neglected in the architect's plans or provided for by a totally inadequate system. Experience in the school-room shows that there is no more important point in school architecture than this and none which has heretofore been so stupidly neglected.

SPECIAL DEPARTMENTS.

The work of our schools proceeds in the main along the same general lines as that of other schools, and there seems to be little in this that calls for special mention. Some reference, however, to our experience in those departments not yet generally adopted may be of interest.

The department of manual training is maintained in every grade, but no work is obligatory beyond the sixth year. This system is firmly established in the confidence of teachers, board and people, and calls for no more defense here than any other part of our school work. A most creditable exhibit of this work was displayed in the gymnasium of the high school during commencement week, and no feature of our commencement attracted more attention or gave greater satisfaction to the patrons of the schools. We do not claim for manual training what some, perchance too enthusiastic advocates, have claimed for it, but we do maintain that its usefulness as an educational force has been fully demonstrated. We are not seeking to teach trades, useful as these undoubtedly are, nor so much to give practical knowledge of any kind for its own sake, though this is often a necessary result, but we are using the hand and the eye as avenues to the mind, and so seeking a symmetrical development of the child. Whatever else our system may or may not be, it is most decidedly not based upon materialistic conceptions of human nature. Our teachers are at present actively engaged in the study of the Prang system of form study and drawing, recently introduced into our schools. This system seems to supplement most admirably certain portions of the manual training, and is to a limited extent almost identical with it.

Our board continues its established policy of employing special teachers in music, drawing, reading and physical culture. These teachers lighten somewhat the burdens and responsibilities which our complicated modern course of study lays upon the regular teacher, and besides gives to the pupils the advantage of the enthusiasm and experience of specialists in these various departments.

COMPULSORY EDUCATION.

The experience of the Jamestown schools affords no exception to the need of an efficient compulsory education law, a need so generally referred to in the reports of supervising officers and in teachers' associations. It would seem that so general an agreement among school men must result in removing all obstacles to the enactment of such a law. A law is needed not only to compel attendance, but also to provide for the care of a large class of children, many of them already in the schools, to whose character and habits the ordinary discipline of the school-room is entirely unsuited. It is an open question whether a compulsory law that did not carefully provide suitable places for the care of these children would not work more harm than good.

PUBLIC KINDERGARTENS.

Much of the evil that we are now seeking to remedy through compulsory education might be prevented if the public school system provided for the care of children before they reach school age.

The public school is well adapted to prevent the forming of evil habits, but it is ill-adapted to the work of a reformatory. Under present conditions much energy is expended in the effort to counteract the evil effects of the street education which many of these little ones have already acquired. If it is the design of the public school system to make good citizens, it is certainly a wasteful method that leaves to the contaminating influences of the street and the scarcely less debasing surroundings of far too many homes, the most impres-

sionable years of childhood. The free public kindergarten offers a ready means of cultivating in many a neglected little one the true grace and innocence of childhood. To this end would it not be wise to provide by law for the establishing of kindergartens, especially in our manufacturing towns and cities?

BRIEF MENTION.

The savings bank system has now entered upon its third year of successful operation, and commends itself to the favorable judgment of those conversant with its workings.

Our authorities continue the system of requiring the graduates of the high school to take a course of observation and practice work before receiving appointment as teachers. The results of the system are satisfactory, and the only hindrance to its complete success has been the unexpected call for additional teachers which has once or twice practically broken up the class by the appointment of its members as teachers.

Our teachers feel the need of rightful authority over their pupils beyond the narrow boundary of the school premises. In the smaller cities police surveillance is not sufficiently strict to prevent minor disturbances, no one of which is usually of much consequence, but constituting as a whole considerable annoyance to citizens generally. Under the law as it stands the teachers can only use persuasion and advice, and these, naturally, often fail when most needed.

KINGSTON.

CHARLES M. RYON, *Superintendent.*

I have the honor to submit a brief report upon the condition, etc., of the schools of the Kingston school district for the year ending July 25, 1890:

FINANCIAL STATEMENT.

Receipts.

Received from mayor for teachers' wages.....	\$6,259 33
Received from mayor for supervision	800 00
Received from mayor for library.....	105 69
Received from Department of Public Instruction for teachers' class	377 00
Received from Regents of the University of State of New York.....	905 82
Received from non-resident tuition	985 00
Received from local school tax.....	22,656 29
Received from all other sources.....	215 00
Total amount received.....	<u>\$32,304 13</u>

Payments.

Paid on account of teachers' wages and supervision.....	\$21,682 50
Paid on account of libraries	114 59
Paid on account of apparatus.....	82 94
Paid on account of school-houses, sites, etc.....	5,397 05
Paid on account of incidental expenses.....	5,027 05
Total amount of payments.....	<u>\$32,304 13</u>
The whole amount of incidental expenses for the academy was.....	\$1,645 98
And for teachers' wages.....	6,452 50
Total amount for both	<u>\$8,098 48</u>

The amount paid for incidental expenses for the primary and grammar schools was	\$5,225 42
And for teachers' wages and supervision	15,230 00
Total amount for both	<u>\$20,455 42</u>

BUILDINGS, ETC.

There are in this district five brick school buildings in excellent condition, well warmed and ventilated. They contain thirty-eight class-rooms with cloak-rooms, book closets, etc., besides there are two office and library rooms. The out-buildings, fences, etc., are in good condition and in compliance with the law relating thereto. The sanitary conditions of the several school properties are always good.

LIBRARIES.

Each school has a study and reference library which is increased as its needs demand. Each school has also a circulating library. These contain more than 2,000 volumes upon history, literature, science, etc., all of which have been well selected. In recent years all the miscellaneous books bought have been placed in the academy library which now contains 1,200 volumes of such books, many of which are much read. All schools are well supplied with apparatus.

TEACHERS.

In the employment of the board of education were thirty-seven teachers, seven males and thirty females. Ten of these teachers received normal school training and five have been members of teachers' classes. Teachers are appointed on trial and if successful are elected annually thereafter. The average term of service is about ten years. With few exceptions the teachers now employed have been in the service of the district from one to twenty-seven years. There were two resignations and no dismissals of teachers during the year. Teachers' meetings are held once a month, or oftener, for instructions in the theory and practice of teaching. They are well attended by our own and other teachers, and are helpful to all.

ATTENDANCE.

During the year 264 students were registered in the academic department and 1,484 in the primary and grammar schools; in both 1,748. The school population, June 30, 1890, was according to the affidavits of the census takers, 2,886. The whole number in attendance in the public schools was nearly sixty per cent of the school population. The estimated number in church and private schools was 211, or seven per cent, making sixty-seven per cent of those between 5 and 21 years of age. The average daily attendance in the public schools was 1,182, and the per cent of attendance based on the average number belonging was nearly ninety-four.

DEPARTMENTS AND STUDIES.

In the schools there are four departments, viz., a primary of three years, a junior of three years, a senior of three years, and an academic of four years. The course of instruction in the elementary schools includes reading and spelling, language lessons, composition and grammar, place-work and geography, number-teaching and arithmetic, United States history, physiology, singing, drawing and writing. The

last four subjects are pursued by all pupils in the eight grades, commencing with the lowest primary.

Kingston Free Academy has three courses of study, an English course, a course in modern languages, a classical course, and a teachers' class and training school. These courses embrace the classics, sciences, pedagogics, modern languages, literature, mathematics, English, drawing, music, and business training. The time required to complete the courses of study in all departments of these schools depends upon the acquirements and ability of the student. Examinations for entrance and for promotion are held three times each year, but pupils may enter at any time. The graduates of Kingston Free Academy enter the best colleges without conditions.

Instruction in these schools was fair to excellent, mainly good. Instruction in form-study and drawing and in physiology was given as required by the school law. In number-teaching and arithmetic the work was better than heretofore ; the same is true of geography.

Good order and attendance were secured without suspensions, and with but very few resorts to corporal punishment. There were a few cases of truancy, but no confirmed truants in the schools. Teachers who controlled without the use of corporal punishment or suspension succeeded best in doing the work assigned them.

MISCELLANEOUS.

Arbor Day was observed in strict compliance with your instructions.

The teaching of patriotism more successfully has been undertaken. This is sought to be secured through memorizing and speaking patriotic selections, the singing of patriotic songs, the narration of patriotic anecdotes, the study of history, the display of our country's flag, etc.

Physical exercises are a part of the regular work of the schools. All schools have out-door recesses except the academy. In the primary and grammar schools vocal music is a regular exercise several times a day. We have no shop-work manual labor.

There has been no attempt to enforce the Compulsory Education Act. Something more is needed.

THE TRAINING SCHOOL AND TEACHERS' CLASS.

The training school, Miss Roosa Krum, principal and critic teacher, is a source of good to our schools and many of the schools about us. It was impossible to supply the demand last year for members of the teachers' class, to fill positions as teachers. It seems that the placing of one brings a call for another from some near-by district. An inquiry developed the fact that nearly sixty of the members of former teachers' classes of Kingston Free Academy were teaching within a radius of fifty miles of Kingston, during the fall term of 1889.

The members of the teachers' class do real teaching and governing under the immediate charge of Miss Krum. She is a graduate of our academy and of the Oswego Normal and Training School. Her methods are of the best, and her ability to govern and instruct superior. She governs entirely by moral suasion, is firm and kind, secures good order, wins the love of her pupils and does well what she undertakes.

SUPERVISION.

During the year more than 200 half-day visits of inspection were made in the primary and grammar schools. The preparation of examination papers, the holding of examinations, the inspection of their results, and the instruction of teachers, consumed my time, except that expended in attending the meeting of the Superintendents' Department of the National Educational Association, and the meeting of the State Council of Superintendents. The exercises in these meetings were interesting and profitable.

It has been my aim to study the wants of the schools, and so far as belongs to my office to provide for them. It has been my earnest endeavor to note and approve what was good, discover and point out defects and suggest remedies for them. The utmost harmony has prevailed between the superintendent, the principals and assistant teachers.

LOCKPORT.

EMMET BELKNAP, *Superintendent.*

I have the honor to submit the following report of the public work in this city for the year ending July 25, 1890:

STATISTICAL.

Whole number of resident children of school age, about	4,800
Total registration of resident children of school age.....	2,730
Total of days attendance of resident children of school age	378,460
Average daily attendance of resident children of school age.....	1,921.12
Number of qualified teachers regularly employed for thirty-two or more weeks.....	51
Number of qualified substitute teachers regularly employed for thirty-two or more weeks	1
Number of substitute teachers occasionally employed.....	9
Total expenditure for teachers' salaries	\$24,918 75
Total expenditure for all other current purposes	7,803 70
Average cost of instruction and supervision, per pupil	9 68
Average cost per pupil for all other expenses.....	2 29
Total average cost per pupil registered.....	11 97
Average cost per pupil, based on average daily attendance.....	17 03
Number of resident children attending parochial and private schools during some portion of the year, about.....	800
Amount expended on construction of new union school to July twenty-fifth..	23,200 00
Amount received for tuition of non-resident pupils.....	3,009 32

The year was one of earnest and unremitting effort on the part of all concerned, and it is hoped that it was one marked by substantial progress. There was a small increase in the total registration, but, owing chiefly to the unusual prevalence of epidemic diseases from December until the end of June, there was a slight falling off in the average daily attendance. More pupils attended the parochial schools during some portions of the year and this fact contributed also to the above result.

SCHOOL BUILDINGS.

There are six public school buildings in this city, one of them being the old union school, containing the senior and junior (grammar and high school) departments.

The school at the "Home for Friendless Children" is also under direction of the board of education. Two new buildings are now in process of erection.

The efforts of the city to secure the erection of a commodious new union school building are being crowned with success. An additional appropriation of \$60,000 was secured during the year, and on July tenth the corner stone of the magnificent new building was laid with appropriate ceremonies in the presence of a large and enthusiastic concourse of citizens. This building will contain, in addition to the assembly-rooms with 640 single sittings, abundant recitation, scientific, commercial and library-rooms, wardrobes, lavatories, corridors, rooms of the board of education and superintendent's office. It is to be complete in all its appointments, a credit to the city and a building which other cities about to erect similar structures would do well to inspect. It will cost, complete, exclusive of site, about \$100,000, and will be finished before September 1. 1891.

The accommodations for lower grades in other school buildings proved to be less ample than I supposed at the time of my last report. In many of the primary and intermediate rooms the grades were too large to enable teachers to most successfully direct and instruct their classes. In some of the buildings it had been necessary in previous years, in order to provide sufficient sittings in primary rooms, to promote groups of pupils at various times during the year—these often without sufficient preparation—to higher grades. This necessitated much individual instruction and unusual care in the adjustment of grades at the beginning of the present school year.

At the beginning of last school year three additional rooms and teachers were provided for primary and intermediate classes. As soon as a contract had been made for building a new union school, the board took up the consideration of accommodations for primary grades, and a new four-room stone and brick building for the better accommodation of primary pupils in districts Nos. 3 and 5 is being built. This building has been planned with careful reference to size, convenience, lighting, heating, ventilation and opportunity for enlargement into an eight-room building when such is needed. It will be heated with hot water and complete in all its appointment. It will be ready for occupancy at the opening of the spring term of school. Its cost, exclusive of site, is to be \$12,200. Temporary accommodations for eighty-five pupils, in district No. 3, has been made by renting the chapel of Calvary church and the appointment of two additional teachers.

A similar four-room building is really needed in the western part of the city for the similar accommodation of primary pupils in districts 2 and 4.

All public school buildings are in good repair.

COURSE OF STUDY.

A revision has been made of the work of grades 1 to 7, inclusive, with the exception of drawing. The endeavor will be to secure more and better reading, objective instruction, and language work. Penmanship is, in our schools, a prominent feature of education. A suitable text-book in arithmetic is now used by the pupils from the beginning of the second half of third grade, one year and a half earlier than hitherto. Our first grade occupies two years of school attendance, but capable pupils are promoted to second grade as soon as suitably prepared.

In the mathematical instruction of grades 6, 7, 8 and 9, logical reasoning maintains its former prominence. Future work in drawing will receive modification, and be brought into closer relation to other subjects of instruction.

Appropriate recognition is made in the course of study, and in the class-room, to the nurture of patriotic citizenship. On Memorial Day Sprout Post, G. A. R., of this city presented to each school a handsome regimental flag. The presentation exercises took place publicly in Music Hall; the flags were accepted on behalf of the schools by Hon. John Hodge, president of the board of education. The occasion was one of glowing enthusiasm, the large auditorium proving altogether insufficient to admit the throngs who sought admission. All schools were represented by delegations, and participated in the exercises. At the close of the exercises and presentation of flags, these delegations marched with their colors to their respective schools, and deposited them in the buildings.

RECESSES AND PHYSICAL TRAINING.

After careful consideration of the purposes and effects of general school recesses, the board, last winter, modified the previous practice. Grades 1, 2 and 3 are given a brief recess morning and afternoon for convenience, not for general recreation. In other grades, periods of cessation from study, suitable in-door recreation, light physical exercise and more liberal privilege of individual *absence from* and *prompt return* to the rooms were substituted for the general recess. It is found that work equal in quantity and of better quality is done in less time, and without increased fatigue to pupils, so that the noon intermission is now extended to one and three-fourths hours, beginning at 11.45 A. M. This is advantageous to long-distance pupils, diminishes tardiness and affords opportunity to teachers to give individual assistance to pupils needing it from 11.45 to 12 o'clock.

The apparent effects, considered collectively and individually, and with reference to health, intellect and morals are salutary. No diminution in fondness for the school appears, and play about the grounds before the sessions of school is hearty and more free from rudeness than before.

TEACHERS.

Fifty-five teachers are now employed. There were five resignations at the end of the year. The scholarship required of candidates for grade teachers' positions are, though there is some difference in subjects required, equal to that required for a first-grade uniform certificate. Successful experience or professional training can not in all cases be required, but qualifications other than these are equally important, and are not omitted in considering appointments to be made from the list of those qualified in scholarship. Though lacking an organized training class, much of the theory of teaching, and of the application of psychology to acquirement and instruction is understood by all graduates of our high school. The enthusiasm of well-constituted graduates enables them to quickly ascertain what in method and management are of fundamental importance, and, from such, we have received the majority of our most capable teachers. One permanent substitute teacher is employed who must qualify, as do other

candidates, in scholarship before consideration for appointment. This substitute teacher spends full time in the grades of the several schools, assisting continuously, and substituting occasionally as necessity requires. She receives half pay when assisting, and full pay when substituting. If successful, she is considered entitled to regular appointment in case of a vacancy in the grades. License is issued to those who have qualified in scholarship only upon their election to a position; and the license becomes permanent only as a result of continued satisfactory service. In this way, few teachers are placed in charge of grades without practical experience.

Principals' and general teachers' meetings are held monthly, and at more frequent times as desired by the superintendent. The attendance at these meetings is always satisfactory. An association of all teachers has just been formed to promote acquaintance and general culture in lines differing somewhat from the routine of school work.

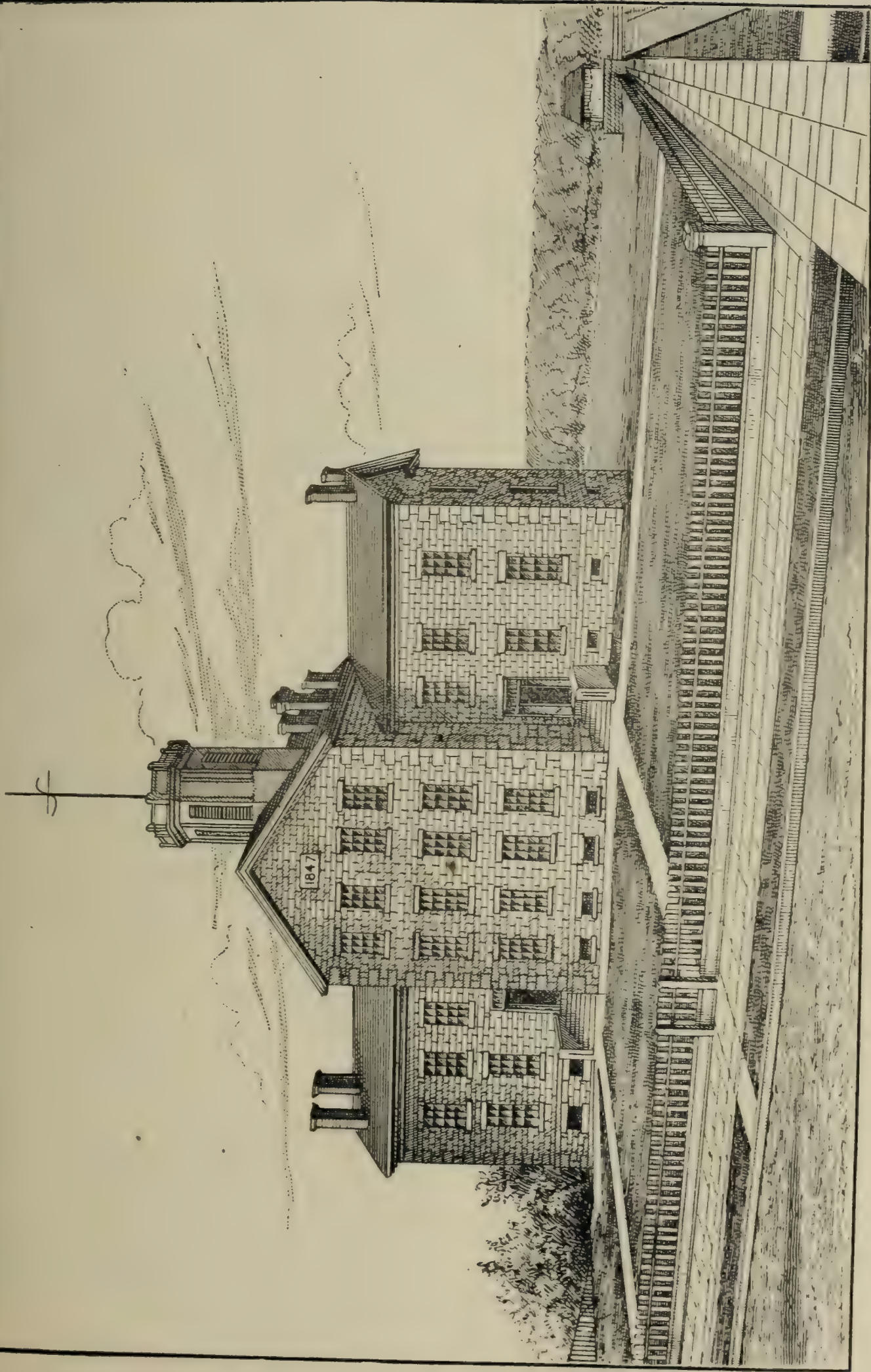
It is gratifying to mention so many conditions favorable to educational progress. But these sometimes cause deeper regret when results are somewhat disappointing. Can results be rightly judged except after the lapse of years? A measure of success attained with those who regularly attend upon instruction does not obscure the fact of failure of the school to reach, with its benefits, those who make up the too numerous and, in their way, influential class of youth for whom the school with its study and discipline affords less attraction than idleness and places of dangerous resort; whom parental indifference and lack of parental control leave to the vicious education of vicious surroundings and occupation.

Young children in all cities meet death by accident, participate in crime and lead others to follow their example, whose lives could be saved and, what is still better, could be *made worth saving*, by an efficient compulsory school attendance law, whose enforcement could be made by adequate penalties, obligatory upon proper officers. When will the State awake to its duty and daily gather up those unfortunate children and place them in schools, in special schools, if need be, and by receiving them exalt its own citizenship and further help the public schools to more fully realize the high purpose for which they have been established?

LONG ISLAND CITY.

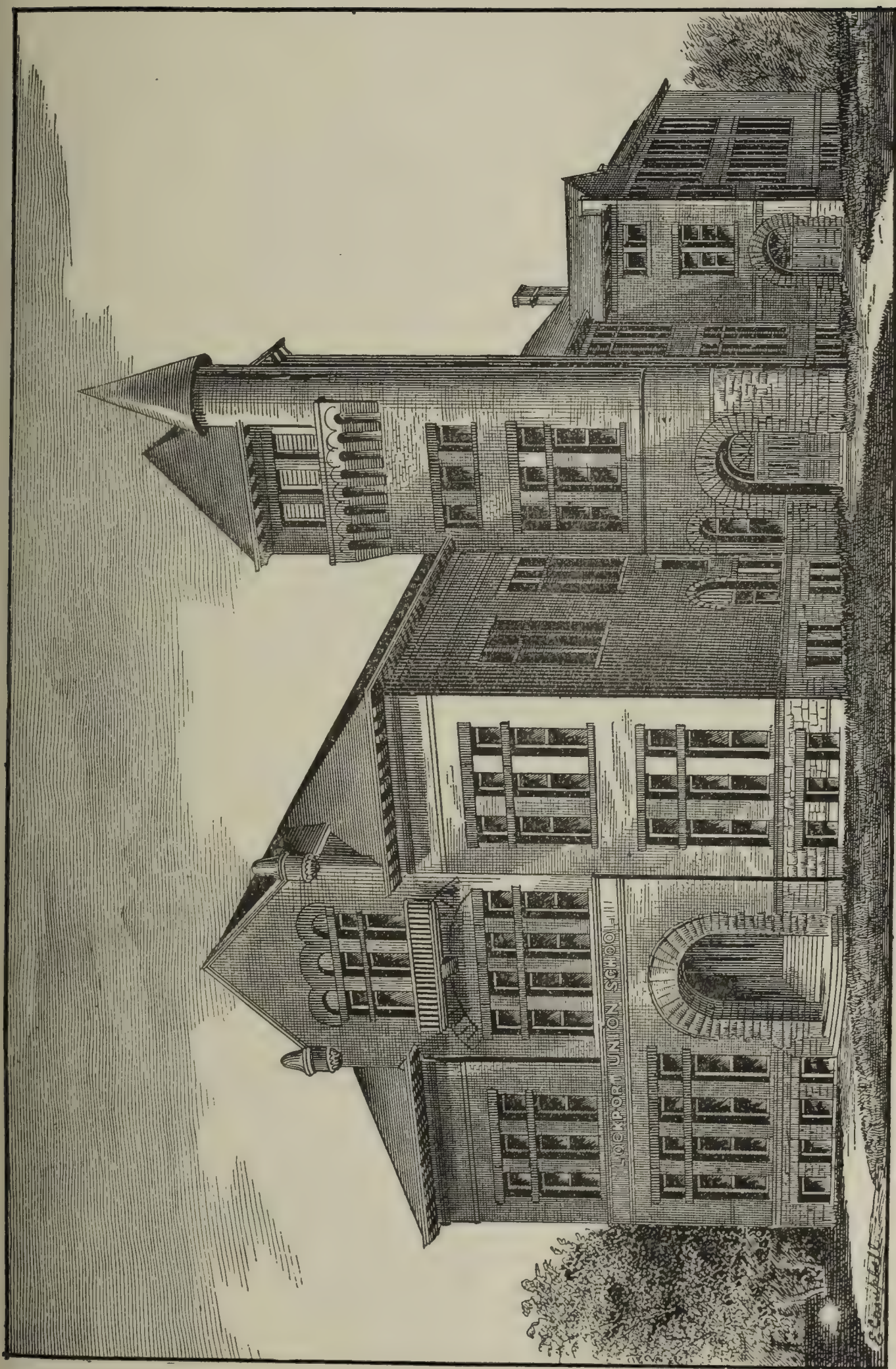
SHELDON J. PARDEE, *Superintendent*.

[Written report not received in time to appear in its proper place. If received, it will be found at close of this Exhibit.]

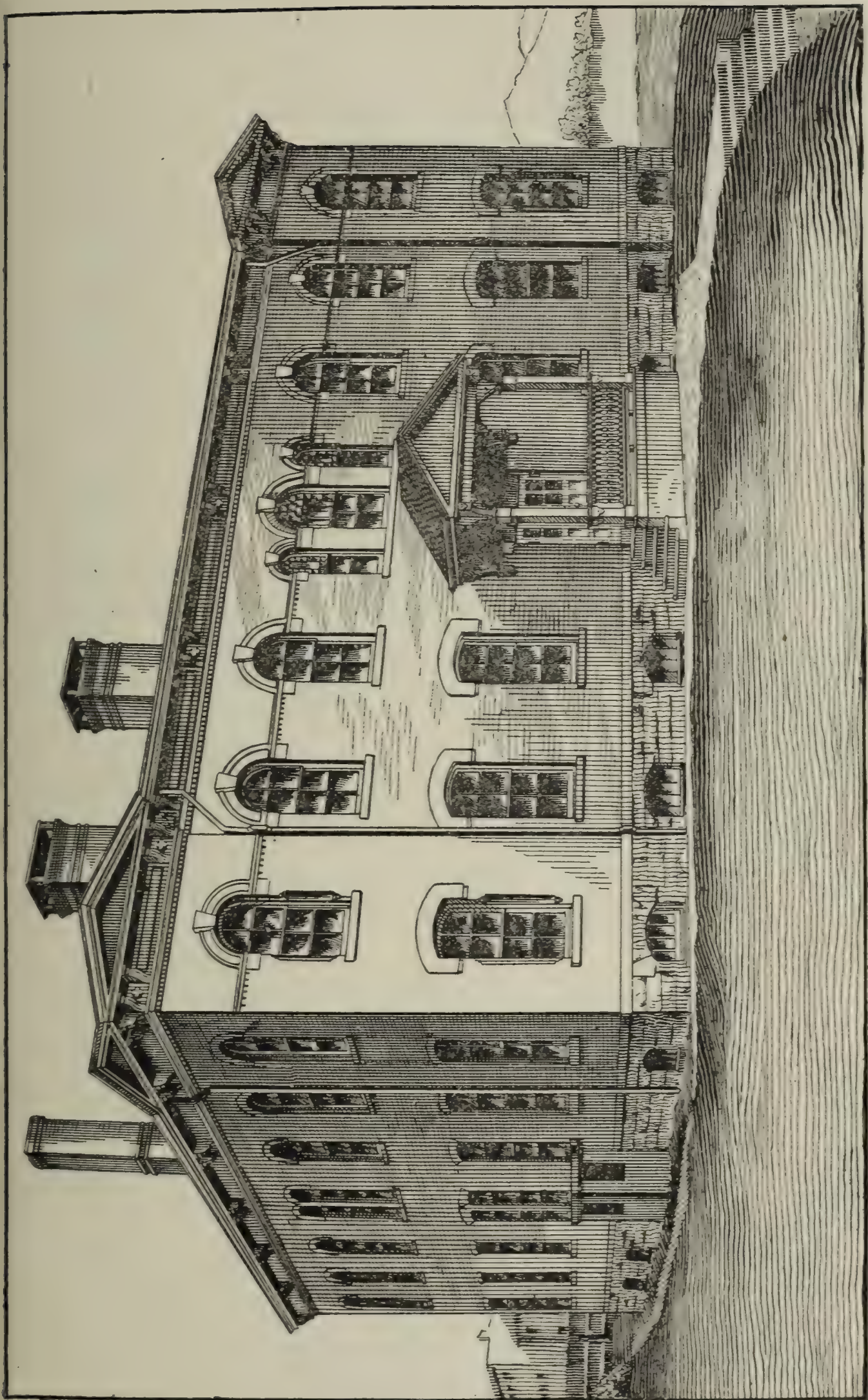


UNION SCHOOL, LOCKPORT. 1847.

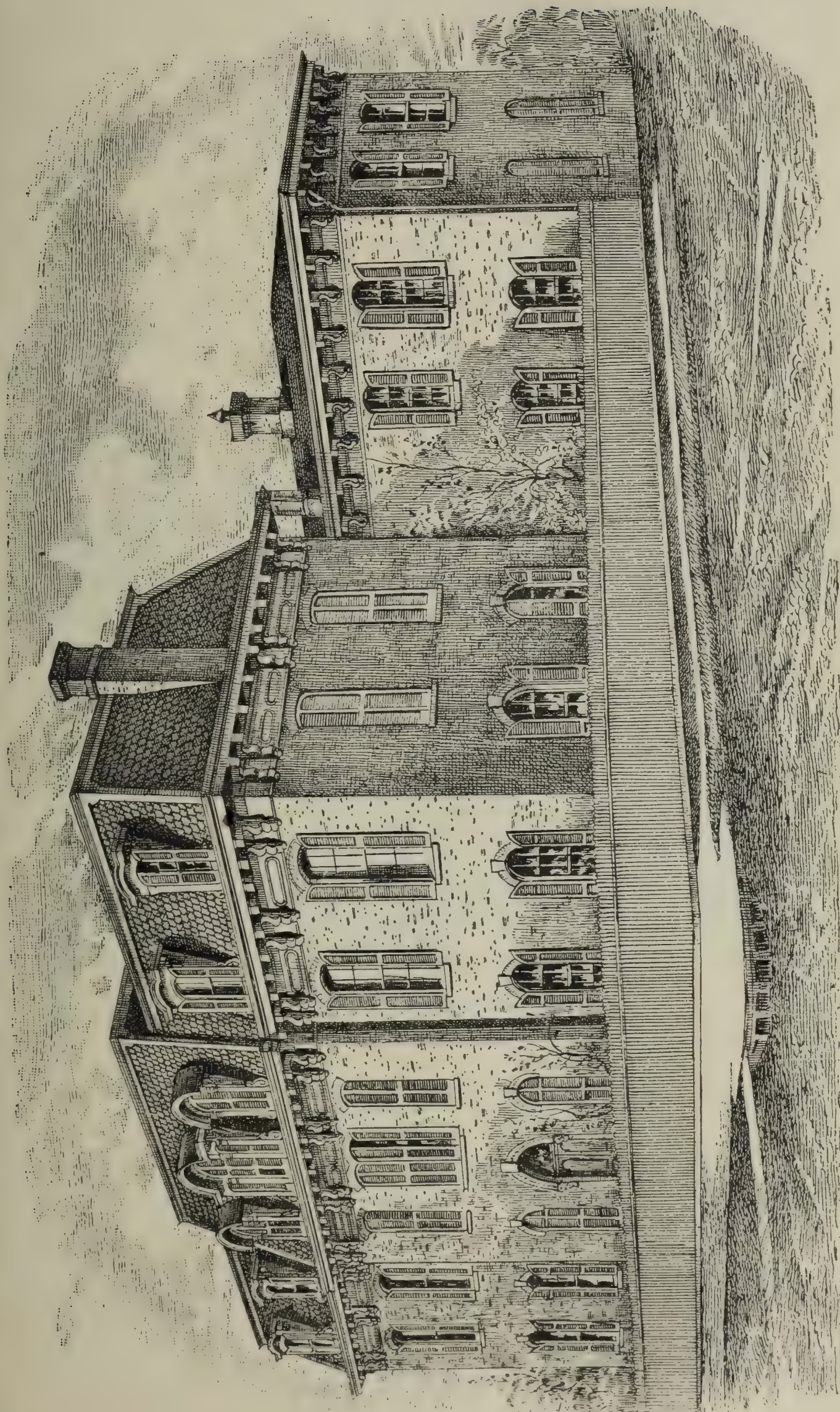
LIBRARY
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UNIVERSITY OF CALIFORNIA



UNION SCHOOL, LOCKPORT. 1890.



BENTON AVENUE SCHOOL. MIDDLETOWN.



SCHOOL No. 1, NEWBURGH;

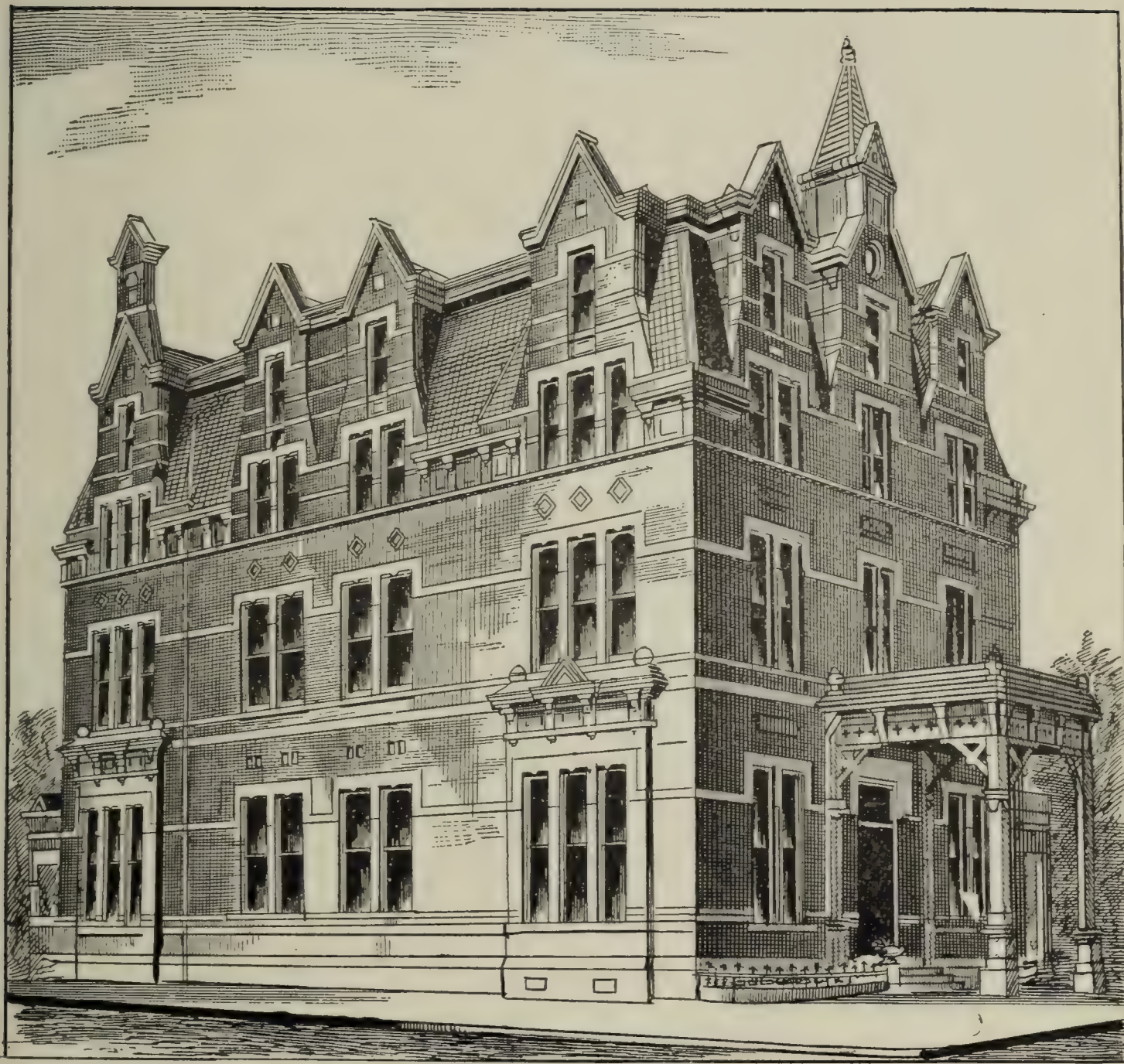
LIBRARY
OF THE
MUSEUM OF COMPARATIVE ZOOLOGY



TWELFTH, WARD GRAMMAR SCHOOL.
CORNER 93D STREET AND AMSTERDAM AVENUE, NEW YORK CITY.



TWENTY-SECOND WARD GRAMMAR SCHOOL.
68TH STREET AND AMSTERDAM AVENUE, NEW YORK CITY.



POUGHKEEPSIE HIGH SCHOOL.



SCHOOL BUILDING No. 14, ROCHESTER.

MIDDLETOWN.

A. B. WILBUR, *Superintendent.*

STATISTICAL.

Population of the city according to last United States census.....	12,000
Number of children between 5 and 21.....	3,388
Number of different pupils registered.....	1,951
Average daily attendance.....	1,256
Per cent of daily attendance based on total registration.....	64
Number enrolled in parochial schools.....	270
Number enrolled in private schools.....	35
Total days' attendance.....	223,453
Teachers regularly employed.....	35
Teachers specially employed.....	1
School-houses owned by the city.....	7
Annexes rented and occupied.....	1
Number of school rooms.....	33
Rooms heated by steam with ventilating apparatus.....	8
Rooms heated by stoves with ventilating apparatus.....	2
Rooms heated by stoves and ventilated by doors and windows.....	23
Number of seats.....	1,711
Number of books in library.....	5,319

FINANCIAL.

Amount expended for instruction and supervision.....	\$17,019 92
Amount expended for other purposes.....	6,166 40
Cost of instruction and supervision per pupil registered.....	8 71
Cost for all other purposes per pupil registered.....	3 17
Total cost per pupil registered.....	11 88
Cost of instruction and supervision based on average attendance.....	13 55
Total cost per pupil based on average attendance.....	18 46

ELECTION OF SCHOOL OFFICERS.

The special act under which our schools were organized and conducted before the adoption of the city charter in 1888 was incorporated into that charter with only such changes in phraseology as the altered conditions necessitated. The system and methods previously in vogue are, therefore, unchanged. The board of education consists of nine members, one-third being chosen at the annual city election. There is reason to believe that it would be better for the schools were their officers elected at a different time.

ORGANIZATION OF THE BOARD OF EDUCATION.

At the annual meeting of the board the following committees are appointed for the year: Local committee for each building, finance committee, library committee, Regents' committee, evening school committee. The local committees consist of two members each, all others of three members. There is no committee on the examination, selection and appointment of teachers, and there is no text-book committee. The local committees select, recommend, and in many instances appoint the teachers in their respective buildings. In this respect we have a collection of unrelated schools rather than a compact school system, a lack of oneness that leads to weakness. In so important a matter as the selection, retention, or rejection of teachers, there should be a concentration rather than a scattering of responsibility. One committee, carefully selected with reference to the especial fitness of its members for this special work, and closely responsible to the board as a whole, would give more unity and efficiency to our system.

COURSE OF STUDY.

The completion of our whole course of study requires a period of twelve years. In the primary department the pupils complete in three years a third reader and the geography of Orange county, write and read numbers in Roman and Arabic notations to one thousand, perform readily simple operations in concrete numbers involving the four fundamental rules, classify objects in a general way, and, in addition to copies from blackboards and copy-books, write letters to friends, giving attention to capitals, common abbreviations, and the most obvious uses of punctuation marks. During the next five years they prepare in the grammar department to pass the Regents' preliminary examination, and study physiology, United States history and book-keeping by single entry.

In the academy there is an English, a Latin-English and a classical course, each requiring four years. The student makes his own selection of the course to be studied. The completion of the classical course leads to the Regents' college entrance diploma. Students unable to remain in school long enough to complete any of the local courses are permitted to select from them a sufficient number of subjects to secure the Regents' academic diploma. The local diploma is given only for the completion of one of the local courses and without reference to a Regents' diploma of any kind.

In all our schools some attention is given to vocal music, but in a somewhat perfunctory way, as no special teacher is now employed, and ability in that subject is unfortunately not a prerequisite for an appointment as teacher. Systematic instruction in singing should be just as firmly engrafted by law upon our school system as industrial drawing now is. Both of these subjects, in addition to a bread-and-butter value, have a formative influence in building up character that too many fail to appreciate.

In the latter subject we are doing good work in all the schools, following closely the Prang system. A special teacher is employed on alternate weeks, and regular instruction to both teachers and pupils has aroused a very desirable degree of enthusiasm. Much of this interest is primarily due largely to the able presentation of the subject two years ago at the county institute by the lamented Dr. French.

Conformably to law, and in all grades, either orally or from a text-book, instruction is given in physiology with special reference to the effects of alcohol. There is need of it. The saloons that have been licensed in close proximity to one of our school-houses, have done their legitimate work. The school-house was closed at the end of the year probably not to open again. The establishment of a parochial school by the Roman Catholic church and the withdrawal of 250 children or more from the public schools, did something towards diminishing the attendance of this particular school, but the result was mainly brought about by the unwillingness of parents to send their children where they could not fail to come into contact with saloons and their concomitants.

ATTENDANCE.

The attendance during the year was, owing to the opening of the parochial school and to the closing of all schools for five weeks in

consequence of an epidemic of diphtheria, less than that of the preceding year by 29,000 days. Also, tardiness and truancy, as well as necessary irregularity, were increased by the unfavorable conditions engendered by the epidemic. We are striving to secure and hoping to find a lessening of these evils during the next year.

CONDITION OF THE SCHOOLS.

As a whole our teachers have striven earnestly and intelligently to overcome the obstacles presented by the sanitary conditions of the city. The difficulties were cumulative as the scarlet fever epidemic of the previous year had left a legacy of diminished results. While the progress of the pupils has not, therefore, been all that could be desired, it has been all that could reasonably be expected.

The condition of the schools in respect to discipline has been good. There were very few cases of persistent insubordination. Any temporary individual tendency to wrong-doing has been overcome by the personal influence of the teachers, aided occasionally by that of the proper school officers and by free communication with the parents. Corporal punishment is allowed, but seldom used. It has been given four times in three years.

MISCELLANEOUS.

At the beginning of the year a new brick building containing four commodious rooms and ample halls, all well lighted and ventilated, was opened for primary pupils, and it is now full. The location is high, the views from it are extended and beautiful, and all the surroundings are unobjectionable.

The afternoon of Arbor Day was observed in all the schools, and appropriate and interesting exercises were held. There is no doubt that the future will show the wisdom of establishing this holiday.

During the last two years there has been a decided improvement in reading, more especially in the lower grades, where faults had not yet become rooted. Reading is a very important matter because fundamental. The future progress of the pupil depends so much upon it that no possible effort for its improvement can be spared in the earlier stages of school-life. To this end a change should be made. Reading-books, both regular and supplementary, should be furnished by the board. Indeed, free books in all subjects should be a part of every free school system.

Attention to another matter would, also, greatly subserve the welfare of our schools. There should be more careful discrimination in the appointment of teachers. No applicant who does not furnish evidence by examination and otherwise of proficiency in drawing and singing, as well as in the branches ordinarily required, in methods of instruction, and in natural adaptedness to the work, should receive appointment. The local palate may be tickled by the appointment of recent local graduates, but young girls, no matter how great their mere proficiency in the branches to be taught, should not be put into a position involving so much responsibility as rests upon a teacher. They usually, by reason of their immaturity, are weak in judgment, deficient in tact, and utterly unversed in the principles involved in the science and art of teaching. They should more properly, become candidates for admission to a good normal school. In the absence of

normal training, the minimum requirement for an appointment as teacher in the graded schools of our cities and large villages, should be a first grade certificate obtained as a result of success in the established uniform examinations.

NEWBURGH.

R. V. K. MONTFORT, *Superintendent.*

GENERAL OBSERVATIONS.

There is not much of special interest to report in regard to our schools. In its general character and efficiency the work accomplished has fully equaled that of preceding years. In some respects there has been decided improvement in our standard of scholarship. Our board of education has had no serious difficulties to contend with. In all of their efforts to advance the interests of the schools they have been fully sustained by the community.

Our schools are absolutely free. No pupil is obliged to purchase the smallest article required for school use. Our school buildings are commodious and comfortable. No pupil has ever been refused admittance for lack of accommodation. In their estimate for '90 and '91, the board has provided for the erection of a new school building in the southern part of the city. When this shall have been completed Newburgh will, at least, compare favorably with any other city of the State in school accommodation.

Manual training still retains its popularity with us. Form study and drawing are taught in all grades, from the lowest to the highest. In a few months I think, we will be in possession of a working laboratory for the use of our pupils in chemistry and physics.

In the past, our teachers have been selected mainly from the graduates of our academy. Two or three years ago the committee on teachers decided that in making future appointments, preference should be given to those who, having first been graduated with honor from our schools, should afterwards have received a normal school diploma. As a result of this action nine appointments have been made from normal graduates during the past two years, and we now have five pupils attending the Albany school. I do not think there is any doubt but that in the near future, without any law on the subject, and without any undue friction, our schools will be supplied entirely with trained teachers.

Our library of about 17,000 volumes is well patronized by the general public and renders much valuable service to the children in the schools. In addition to the library money derived from the State, we devote all moneys received from non-resident pupils (\$800 to \$1,000), to the purchase of books. The salaries of librarians and other expenses for care of building, amounting to about \$3,000 per year, are raised by tax. It is an institution of which our city is proud and is supported cheerfully by our taxpayers. This year we have established in the library building, a comfortable reading-room for our teachers' use, well supplied with books especially suited to their need and with eighteen of the leading educational journals. They have

also the privilege of taking to this room any book they may need from the general library.

We find that a three years' course in the high school is too short and will probably soon lengthen the term to four years.

To claim that our schools are doing all that they can do would be absurd, but we do claim that from year to year a steady advance has been made, and that our pupils compare favorably with those of other cities in culture and scholarly attainments.

NEW YORK.

JOHN JASPER, *Superintendent.*

FINANCIAL.

During the year the total amount of money received and expended by the board of education for common school education was.....

\$5,881,364 58

The expenditures in detail were as follows:

For teachers' wages.....	\$3,041,941 50
For school apparatus.....	174,222 36
For sites, buildings, repairing and furnishing school-houses, etc.....	2,152,311 91
For all other incidental expenses, viz.:	
For fuel.....	49,822 86
For janitors of ward schools and evening schools.....	145,275 40
For officers, clerks, superintendents, truant agents, trustees' clerks and workshop.....	107,542 51
For manual-training schools.....	18,196 49
For nautical school.....	24,080 96
For incidentals, gas, lectures to workingmen and workingwomen, and fire-alarms.....	60,607 64
For corporate schools.....	107,362 95
	<u>\$5,881,364 58</u>

The aggregate school tax raised by the State for the year beginning October 1, 1889, was \$3,460,406.86, of which amount New York city paid \$1,566,787.10. The aggregate amount of school moneys apportioned to the city of New York by the State Superintendent was \$680,135.31.

NUMBER OF SCHOOLS.

During the year three commodious school buildings were erected, one was rebuilt and two buildings were leased for school purposes, thus affording accommodations for 7,101 additional pupils. To one of the new buildings a male grammar department was transferred, and a new primary department was organized in the same building. To the second were transferred a male and a female department, and a new primary department was organized in the same building, a new primary department also being organized in the school building from which the transfer was made. To the third were transferred a female grammar department and a primary school, the building formerly occupied by the latter being entirely vacated.

Although the demand for school accommodations has not been entirely met, the board of education is doing all in its power to supply this demand, and to anticipate the needs of the future.

The classes of schools and the number of schools in each class are shown in the following table:

Grammar schools for males	46
Grammar schools for females	48
Grammar schools for both sexes.....	13
Primary departments of grammar schools.....	82
Primary schools (separate)	38
Corporate schools (industrial schools, reformatories, orphan asylums, etc.)	48
Evening schools	28
Nautical school (on board ship St. Mary's).....	1
Total	304

DAILY AVERAGE ATTENDANCE.

The following table gives the daily average attendance in each class of schools; also, the number of teachers employed during the years 1889 and 1890 :

SCHOOLS.	AVERAGE ATTENDANCE.		NUMBER OF TEACHERS.	
	1890.	1889.	1890.	1889.
Grammar schools.....	54,378	54,870	1,828	1,798
Primary departments and schools ..	80,980	79,199	1,937	1,890
Evening schools	10,345	10,218	427	419
Corporate schools.....	10,597	10,824	191	206
Nautical school	74	78	.....	.....
Total	156,374	155,189	4,383	4,313

COURSE OF STUDY.

During the year the subject of a revision of the regular course of study was under consideration by the board of education. The manual-training course of study had been tested sufficiently to serve as a guide in revising the regular course, and from information as to the practical working of the former, and from other information, the board was led to make extensive modifications and changes.

The changes made are given somewhat in detail as follows:
In the subject of form and drawing the manual-training course was adopted with the exception of that part which includes clay-modeling and shop-work.

In writing, the manual-training course was adopted with slight modifications. This course is peculiarly desirable, inasmuch as it begins instruction with very easy words instead of with disconnected letters, encourages the use of the pen at as early a period as possible, and secures the greatest amount of practice in writing with the pen.

The study of geography from text-books is completed in the third grade, and that of United States history in the second grade, but supplementary reading in these subjects is continued in the highest grades, in order that a taste for such may be cultivated.

From the first primary grade to the sixth grammar grade, both inclusive, simple and interesting historical information is to be imparted to the pupils in such a manner as to excite in them a desire to know more of their country's history.

The course in reading, spelling, and in the meaning and use of words is substantially the same as the manual-training course in these subjects.

In composition and grammar the changes made are more extensive than in any other subject. Systematic instruction and exercises begin in the third primary grade, and continue through the highest gram-

mar grade. The changes are made in the course so as to begin with written compositions at an earlier period, rendered possible by the advanced teaching of the writing, and to lead up, by easy steps, to the teaching of technical grammar. Letter-writing is made more prominent.

In the object lessons of the primary grades and in the oral lessons of the grammar grades, no changes have been made. Where class teachers have followed carefully the methods set forth in our teachers' manuals, they have always succeeded, by easy and natural steps, in the training of the powers of observation, the development of language, and, finally, in the enlarging of the systematic knowledge of the pupil, by leading him to acquire many related facts—valuable, because investigated and understood by him.

In the arithmetic the only material changes are the introduction of special exercises in rapid calculation in the four elementary rules into the upper three primary grades, and the restoration of the square and the cube root to the course for the first grammar grade.

By the removal of class instruction in geography and history from the highest grades of the grammar schools, room has been made for more complete study of geometry and for the introduction of book-keeping, instruction in which will give, in addition to a knowledge of accounts, more extended practice in penmanship and more definite knowledge of business terms and business forms.

A course of physical training can not well be set apart by grades. Much the same form of exercises will run through several grades, and the same talk on hygiene may be appropriate for an entire school. Under these circumstances it has been deemed best to make it obligatory upon each class teacher to have calisthenic exercises at stated intervals during the day, and to leave with the principals, as the law now does, the duty of orally instructing the children, when assembled, in matters relating to hygiene.

Instruction in German and French has been enlarged by its introduction into the fifth grade, and its extension into the first grade. By the first of these steps the study of the foreign languages will be begun at the same time with the study of the technical grammar of the English language. By the second step the practical value of the instruction will be greatly enhanced, for the continuance of the study of the language through the year of the first grade will enable those admitted to the two colleges to pursue its study more effectually in them, and will enable those beginning business pursuits to take with them a better and more useful knowledge of it than is now possible.

It should be noted that in all departments in which a regular teacher can be found competent to teach German or French, the instruction in the language is given by that teacher; but when no regular teacher is found to be competent, the committee on teachers is authorized to allow the employment of a special teacher.

COURSE OF INSTRUCTION PRESCRIBED FOR PRIMARY SCHOOLS.

SIXTH GRADE.

Language Lessons.—*Reading*—familiar words, phrases and simple sentences (from blackboard, charts, etc.): *spelling*—familiar words from dictation: lessons on the obvious parts and characteristics, and the common uses of familiar objects.

Number.—*Counting*—by ones to 100, by twos and threes to 50; also, counting backward by ones from 10: *adding*—by ones, twos and threes to 20: *figures*—to be read to 100 and written to 30.

Form and Drawing.—*Form*—sphere, cube, square, oblong; position of straight lines—vertical, horizontal, oblique; angles—right, acute, obtuse; surface, face, edge.

Drawing—straight lines—vertical, horizontal, oblique; letters composed of straight lines; angles—right, acute, obtuse; representing (with straight lines) positions of strings, sticks and edges; square and oblong faces of solids; squares and oblongs, from stick-laying.

Writing.—Short words (from copies on blackboard or chart).

Vocal Music.—Simple exercises in singing, to train the pupils in the use of musical sounds.

FIFTH GRADE.

Language Lessons.—*Reading*—From the blackboard, charts and a First Reader; the meaning of phrases and selected words to be associated with their use in the sentences read: *spelling*—words selected from the reading lessons; also, other familiar words: lessons on the obvious parts and characteristics, and the uses of *familiar objects*.

Number.—*Counting*—by threes, fours and fives to 100: *adding*—by two, threes, fours and fives to 30 (on the blackboard and the slate): *subtracting*—twos, threes, fours and fives, from numbers below 21: *multiplying* 2 by the numbers below 6: *figures*—to be read at sight from the blackboard and written to 1,000: use of signs, +, −, ×, =: *Roman numbers*—through XII; also, their use on the clock face.

Form and Drawing.—*Form*—cylinder square prism, hemisphere, circle, semicircle, triangle; curved surface, curved face, curved edge, curved line; measured lengths (inches).

Drawing—angles—right, acute, obtuse; triangles; square and oblong faces of solids; curved and straight lines combined; circles and semicircles, by freehand movement: divide lines into equal parts; draw inch lengths.

Writing.—Short words (from copy).

Vocal Music.—Continued as in the sixth grade, with two or three simple songs, and the scale by rote; represent steps of the scale and give simple ideas of time.

FOURTH GRADE.

Language Lessons.—*Reading*—through a First Reader, or in an easy Second Reader; the meaning of phrases and selected words from the sentences which have been read; *spelling*—words selected from the reading lessons, and other familiar words; lessons on *familiar objects* continued, with obvious qualities added.

Arithmetic.—*Numeration and notation*—through six places; *adding*—single columns of ten figures, including 6, 7, 8 and 9; adding *orally*, by sixes, sevens, eights, nines and tens; *subtracting* threes, fours, fives and sixes from the tens below 100, and from all numbers below 31; *multiplying* two and three by numbers below 11; dividing the numbers 4, 6, 8, 10, 12, 14, 16, 18, by two, and the numbers 6, 9, 12, 15, 18, by three; use of sign, ÷; simple practical questions; *Roman numbers*—to include L.

Form and Drawing.—*Form*—triangular prism, rhomb, rhomboid; right, acute and obtuse angled triangles; faces—plane, curved; circle—circumference, diameter; square—diameter, diagonal.

Drawing—square, rhomb, oblong, rhomboid; three kinds of triangles; squares drawn in group, to represent surface of a cube; oblongs and squares in group, to represent surface of a square prism; circle, with diameter; squares, with diameters and with diagonals; parallel lines; front and end of square and of oblong boxes; groups of circles.

Writing.—Short sentences (from copy).

Vocal Music.—Instruction as in fifth-grade continued, with additional songs by rote.

THIRD GRADE.

Language Lessons.—*Reading*—in a Second Reader; the meaning of phrases and selected words which have been read: *Spelling*—words selected from reading lessons, and other familiar words (orally and in writing): Lessons on *familiar objects*—continued: *Sentence-building*.

Arithmetic.—*Numeration and notation* through nine places: *Adding* columns of ten figures (including examples with concrete numbers): *Subtracting* the numbers to ten, inclusive, from numbers below 100: Simple practical questions in addition and subtraction (to be worked without slate and pencil): *Multiplication table*—through 6 times 12: *Dividing* (the dividend to be a multiple of the divisor) numbers through 24 by 2; through 36 by 3; through 48 by 4; through 60 by 5 and through 72 by 6; also, dividing the tens—20, 40, 60, 80, by 2; 30, 60, 90, by 3; 40, 80 by 4: *Roman numbers*—to include D.

Form and Drawing.—*Form*—cone—base, vertex; pyramid—square, triangular; equilateral triangle; squares on diameters, on diagonals; concentric squares.

Drawing—cylinder, cone, oblong triangle with two equal sides; faces of a solid, in group; circles—diameters; parallel lines; squares on diameters and on diagonals—add curved lines symmetrically arranged; two adjacent faces of a solid; common objects—window, door; groups of tablets.

Writing.—Sentences continued; short words without capitals.

Sewing.—Threading of needle; use of thimble; over-handing.

Vocal Music.—Instruction continued, with the use of staff, clef, notes of different length, time, etc.

SECOND GRADE.

Language Lessons.—*Reading*—through Second Reader; the meaning of phrases and selected words which have been read: *Spelling*—as in the previous grade: Lessons on *familiar objects*—continued: *Sentence-building*.

Arithmetic.—Written and Mental—*Addition, subtraction and multiplication* (multipliers not to contain more than two figures), with practical examples: *Multiplication table*—completed: *Dividing* (dividend to be a multiple of the divisor) numbers through 84 by 7, through 96 by 8, through 108 by 9, through 120 by 10, through 132 by 11 and through 144

by 12: *Roman numbers*—to number of the year: *Tables*—Federal money, time, liquid and dry measure.

Form and Drawing.—*Form*—Ellipsoid, ovoid, vase; ellipse, oval; quadrant, radius, arc; octagon, hexagon, pentagon.

Drawing—ellipse, oval; vase form, reversed curve; quadrant, radius, arc; octagon, hexagon, pentagon; crosses—Latin, Greek, Maltese, St. Andrew's; circles on half diameters and half diagonals of squares; objects—pitcher, tea-pot, etc.; ornamental groups of tablets.

Writing.—Sentences continued, with all the capitals; simple letter-writing to be taught.

Sewing.—Hemming; seam sewing; overcasting.

Vocal Music.—Instruction continued as in previous grade; singing notes in groups, pupils to beat time.

FIRST GRADE.

Language Lessons.—*Reading*—of the grade of an easy Third Reader; the *meaning* of phrases and selected words which have been read; *spelling*—as in the previous grades; lessons on *objects*, as in the previous grades, with more complete descriptions; *sentence building*—continued, with practice in the correct use of *is, are, has, have, do* and *does*; develop the ideas of the qualities that belong to the object, and use the quality word in sentence building.

Geography. without text-books—points of the compass; location and direction of familiar places; elementary terms; shape of the earth, and situation of the principal bodies of land and of water, on globe and on map.

History of the United States.—Brief oral accounts of the discovery of America and other discoveries in America.

Arithmetic.—*Written and Mental*—*Addition* and *subtraction* continued: *Multiplication*—multiplicand not exceeding six figures, multiplier not exceeding four figures: *Division*—divisor not exceeding 25; practical examples in the several rules: *Roman numbers*—reviewed: *Tables*—long measure, avoirdupois weight and miscellaneous table, with review of previous grade; simple practical questions.

Form and Drawing.—*Form*—construction of forms of regular solids by drawing, cutting, folding and pasting paper, etc.

Drawing—circular faces, seen directly and obliquely; objects, oil-can, ash-can, tea-canister, street lamp, kite, etc.; tablets arranged as borders and other ornaments.

Writing.—Brief description of familiar objects; words with capitals; during the latter half of this grade one lesson each week to be written from dictation; exercises in letter-writing continued.

Sewing.—Seams—backstitching and stitching; plain fells; bias fells.

Vocal Music.—Instruction continued as in second grade; teaching the singing of simple tunes in the natural scale by numerals, syllables, letters, *la, la, la*, and by appropriate words.

GENERAL DIRECTIONS RELATIVE TO INSTRUCTION IN THE SEVERAL GRADES IN THE PRIMARY COURSE.

1. *Order of Exercises.*—In arranging the order of exercises of any primary school or department, the minimum time per week shall be as follows: Language lessons, six hours; arithmetic, four hours; writing, two hours; drawing, thirty minutes; geography (first grade), thirty minutes; sewing (first, second and third grades, girls), one hour.

Opening exercises, fifteen minutes; morning recess, grades six, five and four, twenty minutes; grades three, two and one, fifteen minutes; noon intermission, one hour.

The remaining time per week may be distributed at the discretion of the principal. Opening exercises to commence punctually at 9 o'clock A. M., and dismissal at 3 o'clock P. M. Primary departments may commence to dismiss at 2.50 o'clock P. M. No class exercises shall take place before 9 o'clock A. M. or after 3 o'clock P. M.

2. *Reading.*—In the reading lessons of each grade, the pupils shall be required to state in their own language the subject matter of the lessons. In connection with lessons in reading and spelling, instruction shall be given in elementary sounds, vowel and consonant. The names and uses of the punctuation marks are to be taught as they occur in the readers. Prose and verse recitations by the pupils in the schools shall be selected from the books upon the supply list of the board of education.

3. *Compositions.*—In the first and second grades a brief composition shall be required from each pupil at least once a week.

4. *Arithmetic.*—In the first, second and third grades rapid calculation shall be required in the simple rules, particularly in addition, at least ten minutes each day.

5. *Use of Pencils and Pens.*—The pupils shall not be allowed to write or draw with short pencils; particular care to be taken as to the method of holding both pencil and pen, also as to the position of the body. Writing with the pen shall be begun at least as early as at the beginning of the third grade, but should be introduced into lower grades whenever practicable.

6. *Vocal Music.*—Instruction in singing shall be given to the pupils in every grade by the class teachers at least five minutes each day.

The music used shall be such as is found in the books contained in the supply list of the board of education.

7. *Color.*—Suitable exercises for training the color sense shall be provided in all the grades.

8. *Physical Training.*—The pupils shall be exercised daily in such a manner as to expand the lungs, develop the muscles and impart an easy and graceful carriage to the body. For the attainment of these objects, calisthenic exercises shall be employed and shall be given at least as often as each half hour.

9. *Manners and Morals.*—Such instruction should be given daily to the pupils of all the grades as will foster a spirit of mutual kindness and courtesy, a feeling of respect for

their elders, of obedience to parents and teachers, and a love of cleanliness, order, law and truth.

Patriotism, a sense of public duty and of submission to authority, should be constantly inculcated.

No proper opportunity should be lost to cultivate in the pupil the sentiment of kindness toward the brute creation, and a feeling of abhorrence to every species of cruelty and brutality.

10. *Size of Classes.*—No class shall contain more than seventy-five pupils.

COURSE OF INSTRUCTION PRESCRIBED FOR GRAMMAR SCHOOLS.

EIGHTH GRADE.

Language Lessons.—*Reading* of the grade of a Third Reader; *meaning and use of words*, and *spelling*, chiefly from the lessons of the reading book and from the oral lessons of grade; also, selected miscellaneous words in general use, at least 150 in number, to be taught chiefly by writing them separately and in short sentences from dictation; *oral lessons* on the qualities and uses of familiar objects, such as articles of clothing, food, materials for building, and so forth; *composition*; *sentence-building*, using the object-words known and learned; develop the idea and use of action-words; pupils to point out the object-words, quality-words and action-words in the simple reading lessons.

Arithmetic.—Written and Mental.—Through the simple rules and Federal money, with practical examples; *selected tables* of weights and measures to be taught, with simple, practical applications.

Geography.—The World, from globes and outline maps.

History of the United States.—Brief oral accounts of early settlements.

Penmanship.—Words with capitals.

Form and Drawing.—*Drawing* (Free-hand).—Semicircles; arrangements of simple and compound curves; simple historic borders; symmetrical arrangements of cordate leaves; simple objects from nature; maps. (Mechanical)—Use of instruments; applications of simple practical problems of geometry; patterns formed from intersecting parallel lines; surface patterns, hexagonal and octagonal; parallel lines as used for shading. *Cutting* from drawn work.

SEVENTH GRADE.

Language Lessons.—*Reading* of the grade of a Third Reader (a different book from that used in the Eighth Grade); *meaning and use of words*, and *spelling*, as before—at least 150 additional words, and review of those previously taught; *oral lessons* on animals; *compositions*; *sentence-building*—develop the idea of the action-word with an object after it to complete the sentence; develop the idea of *when*, *how* and *where* an act may be performed; the proper use of words expressive of these ideas.

Arithmetic.—Written and Mental.—Through subtraction of common fractions, including practical applications; *selected tables* of weights and measures, as before.

Geography.—Western hemisphere in outline, together with review of preceding grade—without text-book.

History of the United States.—Brief oral accounts of important events, to the Civil War.

Penmanship.—Words and phrases and short sentences.

Form and Drawing.—*Drawing.*—(Free-hand)—Circles; borders, two different units to be used in each; symmetrical arrangements of hastate leaves; simple objects, from nature; maps. (Mechanical)—Applications of simple practical problems of geometry; straight lines, "dotted," etc.; door with panels, and window with panes, from measurements made in class; running patterns from circles and arcs; trefoil in triangle.

Cutting—from drawn work.

SIXTH GRADE.

Language Lessons.—*Reading* of the grade of an easy Fourth Reader; *meaning and use of words*, and *spelling*, as before—at least 150 additional words, and review of all previously taught; easy exercises in suffixes; *oral lessons* on plants; *compositions*; *sentence-building*—teach the grammatical names and uses in sentences of nouns, pronouns, verbs, adjectives, adverbs, relation-words and connectives.

Arithmetic.—Written and Mental.—Common fractions completed, including practical applications. *Selected tables* of weights and measures, as before.

Geography.—Eastern hemisphere in outline, together with review of preceding grade, without text-book.

History of the United States.—Brief oral accounts of the Civil War.

Penmanship.—Phrases and sentences.

Form and Drawing.—*Drawing* (Free-hand).—Ellipses; ovals; vases; original designs with leaf and flower; simple objects from nature; maps. (Mechanical)—Applications of simple practical problems of geometry: table, etc., from measurements made in the class; arches, by arcs of circles; quatrefoil in circle; designs (ornate), circle and contents; window, pointed arch. *Cutting*, from drawn work.

FIFTH GRADE.

Language Lessons.—*Reading* of the grade of a Fourth Reader; *meaning and use of words*, and *spelling*, as before, at least 150 additional words, and review of all previously taught; exercises in prefixes and suffixes; *oral lessons* on the human body; *compositions*; *English grammar* (without text-book), simple sentences; classes of nouns, and verbs with or without object; teach *subject*, *predicate*, *object* and *attribute*.

Arithmetic.—Written and Mental.—Decimals, with practical applications of common and decimal fractions; also, reduction, ascending and descending, of integral denominators.

History of the United States.—A brief general outline, with text-book.

Geography.—Western hemisphere in detail, with special attention to the United States, together with review of preceding grade.

Penmanship.—Phrases and sentences.

Form and Drawing.—Drawing (Free-hand).—Regular pentagon; Greek vase, with perspective effect; Egyptian and Greek borders; flowers and trilobate leaves in original designs; maps; elevations, plans and other views of cubes, prisms, cylinders and cones. (Mechanical)—Simple graphic solutions of selected geometrical theorems; elevations, etc., already drawn free-hand.

FOURTH GRADE.

Language Lessons.—Reading of the grade of a Fourth Reader (a different book from that of the fifth and sixth grades) and in supplementary reader upon the subjects of the oral lessons of this or previous grades; *meaning and use of words and spelling*, as before, at least 150 additional words, and review of all previously taught; exercises in prefixes and suffixes, continued; *oral lessons* on common minerals and metals; *compositions: English grammar* (without text-books)—simple sentences; *persons, numbers, genders, cases of nouns and pronouns.*

Arithmetic.—Written and Mental—Denominate numbers completed, with practical applications.

History of the United States.—Outline with greater detail—with text-books.

Geography.—Eastern Hemisphere in detail, with special attention to Europe, together with review of preceding grade.

Penmanship.—Practice in large and small writing.

Form and Drawing.—Drawing—(Free-hand)—The spiral; flowers and lobed leaves in original designs; mediæval and moresque ornaments; ornamental vases; maps; sections of solids. (Mechanical)—Simple graphic solutions of selected geometrical theorems, continued.

THIRD GRADE.

Language Lessons.—Reading in supplementary reader upon subjects of the oral lessons in this or in previous grades; *meaning and use of words*, and *spelling*, as before; exercises in the formation of derivative words; *oral lessons* on the simple facts of natural philosophy; *compositions: English grammar*—phrases, compound sentences, voices, moods, tenses.

Arithmetic.—Written and Mental—Through percentage, including such rules as do not involve consideration of time with their applications; problems to be chiefly such as involve the ordinary business transactions.

History of the United States.—With text-book—Through the Revolutionary War—Review the several discoveries, settlements and colonial wars; class-reading in text-book and in historical Supplementary Reader.

Geography.—General review, with special attention to the United States and Europe. Supplementary reading in geography.

Penmanship.—Practice in different styles; letter-writing.

Form and Drawing.—Drawing—(Free-hand)—Historical vase, decorated; original pottery form, decorated; historic ornaments; original surface covering, not less than two different units to be used; original circular border; maps; (Mechanical)—Simple graphic solutions of selected geometrical theorems, continued.

SECOND GRADE.

Language Lessons.—Reading—supplementary reader as before and in geography; *meaning and use of words*, and *spelling*, as before; exercises in the formation of derivative words, continued; *oral lessons* on the simple facts relating to air, water, light, heat and sound; *compositions: English grammar*—Simple, compound and complex sentences.

Arithmetic.—Written and Mental.—Interest, simple and compound, including partial payments; discount, bank and true; proportion, simple and compound.

History of the United States.—With text-book—Completed, with brief outline of Federal, State and Municipal government.

Book-keeping.—Single entry—with business forms.

Penmanship.—Paragraphs; business forms, such as bills, receipts, drafts, etc.; letter-writing and business correspondence.

Form and Drawing.—Drawing—(Free-hand)—Original designs for industrial purposes; from the model—cube, square prism, square pyramid, cylinder and cone.

FIRST GRADE.

Language Lessons.—Reading—as before, together with history, poetry and fiction; *meaning and use of words*, and *spelling*, as before; a review of the previous grades in the formation of words; *compositions: English grammar.*—Analysis of simple, compound and complex sentences continued.

Arithmetic.—Written and Mental—A review of the business arithmetic of the preceding grades; also, exchange, equation of payments, averaging accounts, partnership and mensuration; square and cube root.

Book-keeping.—Single entry and the elements of double entry—with business forms.

Penmanship.—Paragraphs, business forms and letter-writing and business correspondence continued.

Plane Geometry.—From text-books.

Form and Drawing.—Drawing—(free-hand)—original designs for industrial purposes; historic ornaments; from the model—prisms, hexagonal and octagonal; also, groups of solids.

PERMISSIBLE STUDIES.

Algebra, perspective drawing and outlines of astronomy are permissible subjects. Any or all of these subjects may be taught in any school if permitted by the committee on course of study upon application by the board of trustees.

GENERAL DIRECTIONS RELATIVE TO INSTRUCTION IN THE SEVERAL GRADES OF THE GRAMMAR COURSE.

1. In the several grades, the minimum time for *Language Lessons*, per week, shall be five hours; *arithmetic*, three hours; *penmanship*, two hours; *geography*, one hour; *drawing*, forty minutes; *history* (Grades one, two, three, four, five, six, seven and eight), forty minutes.

The remaining time, per week, to be distributed at the discretion of the principal.

2. Opening exercises, fifteen minutes; noon intermission, sixty minutes.

Opening exercises to commence punctually at 9 o'clock, A. M., and dismissal at 3 o'clock, P. M.

No class exercise shall take place before 9 o'clock, A. M., or after 3 o'clock, P. M.

3. *Reading*.—In the reading lessons of each grade the pupils shall be required to state in their own language the subject matter of the lesson. Prose and verse recitations by the pupils in the school shall be selected from books upon the supply list of the board of education.

4. No lesson shall be given to a pupil to be learned out of school until it shall have been sufficiently explained and illustrated by the teacher to the class: nor shall the lessons be such as to require a period of study each day, in the case of a child of average capacity, longer than two hours. Exercises in grammatical analysis and parsing may be assigned for home study to pupils of the first and second grades. Exercises in written arithmetic may also be assigned for home study to pupils of the first, second, third, fourth and fifth grades.

5. *Use of Pencils and Pens*.—The pupils not to be allowed to write with short pencils; in all the grades particular attention to be given to the proper manner of holding the pen and the position at the desk. The exercises in each grade to be such as are required to give ease and rapidity, as well as accuracy in style. Blackboard instruction to be given in each grade. Pupils of the first five grades to be supplied with blank-books for dictation, which should be given at least once a week.

6. *Compositions*.—Compositions shall be written once a week in all grammar classes, in presence of the teachers, upon subjects connected with the oral lessons of the grade, or upon subjects read and explained in class-room, and these compositions shall be criticised and rewritten. Home work shall be limited to the first and second grades.

7. *Dictation and Correction of Language*.—Exercises in writing sentences and paragraphs from dictation shall be given in each grade, and the pupils in all the grades shall be trained in the correction of language, and taught to avoid common errors of speech.

8. *Arithmetic*.—Rapid calculation in the simple rules of arithmetic shall be practiced by all the pupils from the lowest to the highest grade.

9. *Singing*.—Instruction in singing shall be given to the pupils in every grade, except the first grade of boys, at least ten minutes each day. The music used shall be such as is found in the books contained in the supply list of the board of education.

10. *Sewing*.—Instruction in sewing may be given to the pupils in the female grammar schools.

11. *Physical Training*.—The pupils shall be exercised daily in such a manner as to expand the lungs, develop the muscles and impart an easy and graceful carriage to the body. Calisthenic exercises should be employed for the attainment of these objects.

12. *Manners and Morals*.—Such instruction should be given daily to the pupils of all the grades as will foster a spirit of kindness and courtesy toward each other, a feeling of respect toward parent and teacher, and a love of cleanliness, order, law and truth.

Patriotism, a sense of public duty and of submission to authority should be constantly inculcated.

No proper opportunity should be lost to cultivate in the pupil the sentiment of kindness toward the brute creation, and a feeling of abhorrence to every species of cruelty and brutality.

13. *Size of Classes*.—No class shall contain more than sixty pupils.

14. *Time in First Grade*.—Pupils in the first grade are required to pursue the studies of that grade for one year.

The extension of the study of *German* and *French* called for a rearrangement and revision in the course of study in those subjects.

Inasmuch as the committee on the course of study heard the expression of the views of more than thirty special teachers of these languages, as well as the statement of the experience and judgment of the Superintendent's Department, it is thought that the courses of study framed by the committee and adopted by the board of education will prove of some value to those interested in the subject of teaching foreign languages in the common schools. I insert them, therefore, in my annual report.

COURSE OF INSTRUCTION IN THE GERMAN AND FRENCH LANGUAGES.

FIFTH GRADE.

GERMAN.—1. The alphabet, both printed and script, with exercises in reading and writing.

2. *Colloquial exercises on common topics*—home, the school, the class, lessons, play, etc., etc. Single words not to be accepted as answers.

3. *Translation*, oral and written, chiefly from English into German, of simple sentences, including examples under the rules in the grammar of the grade.

4. *Grammar*.—Simple sentences; subject, predicate, object, attribute, adjunct. Declension of the definite and indefinite articles and nouns begun; the present and imperfect tense of "*sein*" and "*haben*." Cardinal numbers to 100.

5. *Etymological comparisons*.

FRENCH.—6. The alphabet, rules of pronunciation and the accents; reading.

7. *Colloquial exercises on common subjects*—home, the school, the class, lessons, play, etc., etc. Single words not to be accepted as answers.

8. *Translation*, oral and written, chiefly from English into French, of simple sentences, including examples under the rules in the grammar of the grade.

9. *Grammar*.—Simple sentences; subject, predicate, object, attribute, adjunct. Declension of nouns and articles; formation of feminine and of plural (regular). Present and imperfect tense of "*avoir*" and "*être*." Cardinal numbers to 100.

10. *Etymological comparisons*.

FOURTH GRADE.

GERMAN.—1. Exercises in reading and writing—continued.

2. *Colloquial exercises*—continued.

3. *Translation*, oral and written, including examples under the rules in the grammar of the grade.

4. *Grammar*.—Declensions of articles and nouns—continued; adjectives, with personal pronouns added.

5. *Etymological comparisons*—continued.

FRENCH.—6. Exercises in reading—continued.

7. *Colloquial exercises*—continued.

8. *Translation*, oral and written, including examples under the rules in the grammar of the grade.

9. *Grammar*.—Modifications of adjectives and pronouns.

10. *Etymological comparisons*—continued.

THIRD GRADE.

GERMAN.—1. Exercises in reading and writing—continued.

2. *Colloquial exercises*; more difficult than for Fourth grade.

3. *Translation*, oral and written, including examples under the rules in the grammar of the grade.

4. *Grammar*.—Compound sentences. Declension completed. Conjugation of regular verbs. Adverbs, prepositions.

5. *Etymological comparisons*—continued.

FRENCH.—6. Exercises in reading and writing—continued.

7. *Colloquial exercises*; more difficult than for Fourth grade.

8. *Translation*, oral and written, including examples under the rules in the grammar of the grade.

9. *Grammar*.—Compound sentences. Conjugation of regular verbs. Adverbs, prepositions.

10. *Etymological comparisons*—continued.

SECOND GRADE.

GERMAN.—1. Exercises from an easy German reader, with explanation of subject-matter, and conversational exercises, with and afterward without book. Writing continued, not as copy, but as applied to translation or composition.

2. *Colloquial exercises on current topics of the day or from the history, geography or oral lessons*.

3. *Easy compositions and letters*.

4. *Grammar*.—Complex sentences. Conjugation completed; principal parts of strong and irregular verbs. Relative pronouns. Prepositions governing two cases.

5. *Etymological comparisons*—continued.

FRENCH.—6. Exercises from an easy French reader, with explanation of subject-matter, and conversational exercises, with and afterward without book.

7. *Colloquial exercises on current topics of the day, or from the history, geography or oral lessons*.

8. *Easy compositions and letters*.

9. *Grammar*.—Complex sentences. Conjugation completed; principal parts of the common irregular verbs. Relative pronouns.

10. *Etymological comparisons*—continued.

FIRST GRADE.

GERMAN.—1. Reading from an advanced reader, with conversational exercises on the subject-matter. Writing continued as before.

2. *Compositions and letters on topics of the day*.

3. *Grammar*.—A complete and thorough review, embracing all the ordinary difficulties of the language.

4. *Etymological comparisons*—continued.

FRENCH.—5. Reading from an advanced reader, with conversational exercises on the subject-matter.

6. *Compositions and letters on topics of the day*.

7. *Grammar*.—A thorough and complete review, embracing all the ordinary difficulties of the language.

8. *Etymological comparisons*—continued.

No pupil, pursuing the study of German or of French, shall be permitted to discontinue that subject before the end of a term.

Special attention shall be given to practice in colloquial exercises.

SUBJECTS.

Instruction is given but one hour per evening in each of the following subjects: Latin, chemistry, anatomy and physiology; three hours per week in reading and rhetoric; two hours per week in declamation.

Within ten years the ordinary evening schools were divided into two classes, schools for juniors and schools for seniors. In the former class a graded course is pursued, and the pupils are between the ages of 13 and 18 years. In the latter class an eclectic course is pursued, after the manner of the evening high schools, but the course includes only the common school branches together with phonography and mechanical drawing; no pupil under 16 years of age is admitted. In both classes of schools foreigners over 13 years of age are given instruction in the English language.

During the year 21,975 different pupils were taught in the schools for seniors and for juniors. Of these pupils, 8,853 were foreigners engaged in the study of English. The average attendance for the term was 8,082.

In the evening high schools the whole number of pupils taught was 3,581, and the average attendance was 2,251.

TRUANCY DEPARTMENT.

The city of New York is fortunate in the possession of an efficiently organized truancy department, with a corps of twelve agents. For this reason the compulsory education act is not, as is asserted of many other places, a dead letter.

The records of the department show that the total number of visits made by the agents to homes, schools, stores, etc., was 34,105; that the total number of cases fully investigated and closed was 16,526, and that the whole number of cases of truants found and returned to school was 3,590. In the reports of truants the same child may be given more than once; the actual number of different truants averages, year by year, about half the whole number of cases reported. The number of non-attendants found and placed in school was 1,254.

The beneficial effects of the enforcement of this law are shown most clearly by the police statistics, from which can be seen the remarkable decrease in the arrests of juvenile offenders, notwithstanding the very large increase in population during the last twenty years.

If the law could be so amended that all unemployed children of school age found loitering in the streets or other public places, should be obliged to attend school, a further improvement would be effected.

To throw the clearest light possible on this subject and to furnish an "object lesson" that may encourage other localities to a systematic enforcement of the truancy law, I submit the following table:

Table, obtained from the records of the police department, showing the number of children between 8 and 14 years of age, arrested for five years preceding the enactment of the law, and for the last five years, together with the cause of arrest.

CAUSE OF ARREST.	1870.	1871.	1872.	1873.	1874.	Total.
Truancy.....	103	71	99	139	81	493
Vagrancy.....	212	257	198	141	191	999
Disorderly conduct.....	309	167	216	181	194	1,067
Violating city ordinance.....	17	12	16	3	66	114
Assault and battery.....	23	12	22	20	15	92
Malicious mischief.....	11	4	10	2	13	40
Intoxication.....	32	21	15	24	11	103
Felonious assault.....	.....	1	6	3	4	14
Petty larceny.....	216	226	283	252	218	1,195
Larceny from the person.....	5	14	23	26	12	80
Grand larceny.....	28	23	25	35	22	132
Burglary.....	17	12	26	33	19	107
Robbery.....	1	3	7	5	5	21
Suspicious persons.....	28	14	17	21	29	109
Held for further examination.....	117	354	268	351	334	1,424
All other causes.....	25	3	22	33	31	114
Total.....	1,144	1,194	1,253	1,269	1,245	6,105

CAUSE OF ARREST.	1885.	1886.	1887.	1888.	1889.	Total.
Truancy.....	28	31	47	35	17	158
Vagrancy.....	84	88	75	95	35	377
Disorderly conduct.....	140	207	148	126	137	758
Violating city ordinance.....	64	41	55	74	36	270
Assault and battery.....	11	12	11	11	7	52
Malicious mischief.....	6	16	6	4	9	41
Intoxication.....	9	12	10	4	7	42
Felonious assault.....	3	4	2	3	3	15
Petty larceny.....	92	89	117	80	45	423
Larceny from the person.....	6	2	3	1	6	18
Insanity.....	.....	.....	.....	.....	1	1
Grand larceny.....	17	12	15	9	3	56
Burglary.....	25	20	23	33	8	109
Robbery.....	6	5	3	5	.....	19
Suspicious persons.....	20	13	19	10	11	73
Held for further examination.....	189	204	176	151	210	930
All other causes.....	3	5	2	3	.....	13
Total.....	703	761	712	644	535	3,355

OGDENSBURG.

BARNEY WHITNEY, *Superintendent.*

[Written report not received in time to appear in proper place. If received, it will be found at close of this Exhibit.]

OSWEGO.

E. J. HAMILTON, *Superintendent.*

The school population of this city on the thirtieth of June last was 7,743, of whom 3,709 had been registered as belonging to our schools during the then closing year; while the average attendance during the year was 2,508 pupils, taught by seventy-two teachers, being an average of fifty-one on number enrolled and thirty-five on attendance.

Modeling in clay and drawing had been introduced some years since into our regular course of studies, though never made compulsory. Of course, among the parents of so many children, there were found some who, for various reasons, wished their children to be excused from these subjects. To remove these objections as far as possible and to enable our citizens to become better acquainted with the real character of the work done, the teachers, with the consent and co-operation of the board of education, presented at the close of the winter term an exhibit of the work done during the year. This exhibit was held in the gymnasium of the Normal school, and during its four days continuance was visited by several thousands of our citizens, who uniformly expressed their great delight. The result has been altogether satisfactory, as very few, since then, have asked to be excused from these subjects.

We do not claim to have reached perfection along this or any other line of study. We only claim to be striving to make progress.

POUGHKEEPSIE.

EDWARD BURGESS, *Superintendent.*

STATISTICAL.

Names of grades.

Fourth primary	First year.
Third primary	Second year.
Second primary.....	Third year.
First primary	Fourth year.
Fourth grammar.....	Fifth year.
Third grammar.....	Sixth year.
Second grammar.....	Seventh year.
First grammar.....	Eighth year.
Second department of High School	Ninth year.
First department of High School:	
Junior class.....	Tenth year.
Sub-senior class	Eleventh year.
Senior class	Twelfth year.

Attendance.

	1886-87.	1887-88.	1888-89.	1889-90.
Total enrollment	3,060	2,940	2,867	3,004
Average enrollment	2,515	2,394	2,354	2,541
Average attendance	2,233	2,098	2,079	2,243
Per cent of attendance on total enrollment	73.8	71.3	72.5	74.6
Per cent of attendance on average enrollment	88.9	87.6	88.3	88.2

Promotions.

	1886.	1887.	1888.	1889.	1890.
High school, first department,tenth, eleventh and twelfth years	85	92	85	77	88
High school, second department, ninth year.....	65	42	38	56	66
First grammar grade, eighth year.....	82	76	86	29	74
Second grammar grade, seventh year.....	134	121	125	88	88
Third grammar grade, sixth year.....	181	149	134	129	164
Fourth grammar grade, fifth year.....	175	160	184	208	179
First primary grade, fourth year	188	226	267	244	246
Second primary grade, third year.....	280	303	270	293	251
Third primary grade, second year.....	295	298	265	209	248
Fourth primary grade first year.....	336	293	253	251	288
Total	1,830	1,760	1,707	1,634	1,688

Total expenses and cost per pupil on average enrollment.

YEAR.	Average enrollment.	School expenses.	Per pupil.
1880.....	2,459	\$34,217 50	\$14 22
1881.....	2,420	35,043 47	14 99
1882.....	2,448	95,482 40	14 76
1883.....	2,396	37,506 05	15 96
1884.....	2,425	36,756 46	15 15
1885.....	2,493	37,308 17	14 96
1886.....	2,451	37,569 96	14 73
1887.....	2,515	41,050 12	16 32
1888.....	2,370	42,048 79	17 74
1889.....	2,427	44,506 42	18 33

By grades.

Since 1884 the cost by grades has been:

HIGH SCHOOL.	Year.	Average enrollment.	Expenses.	Per pupil.
First department	1885	85	\$4,214 02	\$49 57
First department	1886	117	4,785 50	40 89
First department	1887	125	5,958 17	47 66
First department	1888	96	5,352 59	55 75
First department	1889	93	5,957 40	63 51
Second department.....	1885	67	2,064 01	30 80
Second department.....	1886	75	2,213 06	29 40
Second department.....	1887	63	2,578 97	40 93
Second department.....	1888	64	2,531 47	39 55
Second department.....	1889	76	2,762 05	36 24
Grammar	1885	706	14,349 78	20 30
Grammar	1886	642	12,668 06	19 73
Grammar	1887	656	12,217 16	18 62
Grammar	1888	619	13,125 81	21 20
Grammar	1889	630	14,762 57	23 40
Primary	1885	1,635	16,680 34	10 20
Primary	1886	1,707	17,895 46	10 48
Primary	1887	1,671	20,295 82	12 14
Primary	1888	1,591	20,681 58	12 99
Primary	1889	1,627	21,024 40	12 92

NOTE.—The years given above are calendar years, not school years. The calendar year and the fiscal year are the same in our city.

ENLARGEMENT OF SCHOOL No. 5.

This school has received a very substantial enlargement, having been remodeled as well as enlarged, and is now the largest and the best adapted building for school purposes in the city. It contains ten rooms, six of which are furnished with single desks, and can accommodate about 500 pupils.

“* All the new rooms and halls are warmed and ventilated by the Smead and Northcote system which guarantees an abundance of fresh, warm air, maintaining a uniform temperature throughout the room, and removes all vitiated air without the necessity of opening either the windows or the doors.

“The impure air of the rooms passes through the closet vaults located in the basement, into the vent shaft, which extends six feet above the highest part of the roof.

* From the report of the building committee.

"Not only does this system provide for a uniform temperature throughout the rooms, with an abundance of fresh air, without draughts, but it secures dry closets which are free from all disagreeable odors, and are in all respects satisfactory in their sanitary efficiency."

ARBOR DAY.

Arbor Day was observed in all our schools with appropriate literary exercises and with the planting of vines and trees. Many of the vines planted the preceding year were either wantonly or accidentally destroyed. These were replaced and additional ones set out. To protect them, a wire screen was placed over them, securely fastened to the bricks or stone, and this has proven a most effectual guard against their destruction.

A vote was taken for the State flower with the following result:

Rose.....	640
Goldenrod.....	271
Violet.....	232
Pansy.....	200
Daisy.....	180
Lily.....	98
Wild violet.....	52
Wild rose.....	46
Calla lily.....	38
Shamrock.....	25
Trailing arbutus.....	20
Honeysuckle.....	15
Buttercup.....	14
Lily-of-the-valley.....	11
Hepatica.....	4
Pink.....	3
Mayflower.....	2
Anemone.....	1
Myrtle.....	1
Cowslip.....	1
Forget-me-not.....	1
Sweet William.....	1

TEXT-BOOKS IN USE.

Astronomy—Steele's, fourteen weeks.
 Algebra—Olney's Introduction, Wentworth's Complete School.
 Arithmetic—Robinson's Higher, Robinson's Practical, Robinson's Elements, Robinson's Intellectual, Robinson's Table Book.
 Bookkeeping—Bryant & Stratton's Common School.
 Botany—Wood's Botanist and Florist.
 Chemistry—Cooley's.
 Civil Government—Young's.
 Drawing—White's New Series.
 Geography—Political, Appleton's Higher; Political, Appleton's Elementary; Physical, Houston's.
 Geology.—Steele's, fourteen weeks.
 Geometry—Wentworth's Plane and Solid; Hill's Lessons in
 Grammar—Reed & Kellogg's Higher Lessons; Reed & Kellogg's Graded Lessons.
 History—Anderson's Popular U. S.; Swinton's Outlines.
 Latin—Collar & Daniel's Latin Lessons; Allen & Greenough's Grammar; Cæsar; Virgil.
 Literature—English, Shaw's new; Rev. Stopford Brooke's.
 Philosophy—Natural, Peck's Ganot.
 Physiology—Hutchinson's; How We Live, Johnnot & Bouton.
 Rhetoric—Hart's.

Readers — Franklin Sixth Reader; Franklin, New Series; Randall's Reading and Elocution; Hudson's Classical.
 Spellers — Patterson's Common School; Edward & Warren's Analytical; Swinton's Word Book; Patterson's Speller and Analyzer.
 Singing Books — Normal Music Course, First and Second Readers; Normal Music Charts; Normal Modulators.
 Writing Books — Merrill's.
 Zoölogy — Packard's.

ROCHESTER.

S. A. ELLIS, *Superintendent.*

STATISTICAL.

The population of the city 1880	89,363
The population of the city 1890	138,327
Number of children between 5 and 21, estimated	42,000

School-house.

Number of school-houses owned by the city	32
Number of school-houses in process of erection	2
Number of annexes rented	13
Number heated by steam, with ventilating apparatus	14
Number heated by stoves and furnaces	18
Number ventilated by windows and doors	18
Number supplied with water from the water-works	32
Number of school-rooms	389
Number of pupils registered but once	17,024
Number of pupils belonging	13,710
Number of pupils in daily attendance	13,063
Per cent of daily attendance	95.2

Attendance at free academy.

Number of pupils registered	703
Number of pupils belonging	635
Number of pupils in daily attendance	613
Per cent of daily attendance	96.5

Average cost per pupil in all the schools.

Cost based on average number belonging and on amount paid for instruction	\$14 71
Cost based on average number belonging and on total amount of expenditures	25 24
Cost based on daily attendance and amount paid for instruction	15 43
Cost based on daily attendance and on total amount of expenditures	26 47

Expenditures for 1889-90.

Building fund	\$50,877 77
Repair fund	15,012 42
Teachers' fund	211,118 12
Contingent fund	85,126 89
	<u>\$362,135 20</u>

INSTRUCTION.

As regards the work of instruction, the last year has been one of the most successful in our history.

The work in drawing — the second year since its reintroduction — was a decided advance upon the work of the previous year.

The subject of vocal music was reintroduced after an interregnum of several years, and the work at this time is well under way.

More than ordinary attention was given to language work, including composition, letter-writing, etc., the interest being greatly stimulated by a series of prizes offered to pupils for the best essay on a given subject.

Six kindergartens, with an attendance of about 250 pupils, were continued as in the year previous. The patrons of the districts where they are located are coming more and more to understand and appreciate them, and patrons in other districts have asked for the estab-

lishment of kindergartens in their midst. The board decided to establish two more, but some obstacles have been encountered that will delay, if they do not prevent, final action in the matter.

Two evening schools were maintained from October to April, with an attendance of about 350.

Our free academy continues to hold its place among the foremost schools of its class in the county. Three hundred and seventy-four pupils were admitted at the opening of the present school year, which fills the building to repletion. The free academy building can not hold the class now preparing to enter next year. The board, therefore, will be compelled immediately to deal with the question of a new high school building for the east side of the river.

MISCELLANEOUS.

Washington's birthday was celebrated at city hall, on the afternoon of February twenty-second, with very interesting ceremonies. A flag was presented by the George H. Thomas Post of the G. A. R. to No. 32, and the standard bearers of 1889 transferred their flags — presented by the George H. Thomas Post in 1889 — to those of 1890.

A simple plan of military drill was introduced last year into all the schools, which excited a good deal of interest, pupils and teachers entering into the plan with great enthusiasm. The drill was not confined to the boys, but in many of the schools the girls were as eager to march and practice the manual of arms as the boys, and their desire was, in most cases, gratified.

On Memorial Day a regiment of nearly a thousand boys from the public schools marched through the streets with the veterans. Their marching was excellent, and they were everywhere greeted with marks of approval.

The teachers' training class was continued on the same plan as in previous years. The number enrolled was ninety-one, eighty of whom passed their examination satisfactorily, and were awarded second-grade certificates.

Our school accommodations are still unequal to our needs, although our new eight-room building was erected and additions made to two others containing eight more rooms.

The order and discipline of our schools the past year have been excellent. There were fewer suspensions for misdemeanors than usual, notwithstanding the increased attendance. There were fewer attempted interferences on the part of parents with the order of the school-room, and a more cheerful acquiescence on the part of both parents and teachers in the government of the school. This is most gratifying, showing, as it does, increased confidence in the mind of the average patron in the management of our schools, and in the ability, wisdom, tact and judgment of our teachers.

Corporal punishment is wisely permitted, but its frequent use is discouraged. It has come to be understood that too ready resort to the rod is an indication of lack of control on the part of the teachers. In several of our schools there has not been a case of corporal punishment for several years, nor has there been in these schools an excessive number of suspensions for misdemeanor.

Our teachers, for the most part, are able, efficient and successful, and are striving from year to year to do better and better work. I

am of the opinion that our corps of teachers will compare favorably with any like body of teachers in the country, and if our schools are not the best, they certainly will rank with the best.

ROME.

M. J. MICHAEL, *Superintendent.*

STATISTICAL.

I herewith respectfully submit my report of the condition of the schools of this city for the year ending July 25, 1890.

The number of pupils registered during the year was 2,096, an increase over the preceding year of 113. The average membership was 1,599 and the average daily attendance was 1,305. There were employed for thirty-two weeks or more thirty-nine teachers, including a special teacher each for music and drawing.

On the basis of average membership this gave to each regular teacher forty-four pupils.

ORGANIZATION.

The organization and management of our city schools remain the same as indicated in former reports. With one exception the same persons are serving on the board of education to-day, who were in office five years ago when I began my service as superintendent. The exception above mentioned is due to the death of Charles Sherman Smith, last February, who was serving his third term as commissioner of city schools.

So acceptably have these six men performed their duties that the citizens have made them their own successors in office without an opposing vote.

With such perfect harmony in school affairs, superintendent and teachers must, indeed, be remiss in their duty not to make the substantial progress which we may justly claim for our city schools.

BUILDINGS.

Most of our old buildings have been repaired and equipped with modern furniture, and the others will receive similar treatment in the near future. Rooms have been hired to accommodate the increased attendance, pending the enlargement of our school accommodations. In one building, however, owing to our inability to hire convenient rooms, the primary department has been divided, half the number of children attending the morning session, the other half the afternoon session.

DRAWING.

The subject of form-study and drawing has been taught in our schools for the past ten years or longer with undoubted advantage to the child's intellectual growth. However, it is doubtful if many make a practical application of their instruction in this subject after leaving school. A pretty hard argument to meet when asking the average taxpayer for an appropriation for models and teachers' salary. An argument we do not meet very often in cities, but one quite common, I happen to know, in many rural districts.

TEACHERS' MEETINGS.

For mutual improvement, and for the advancement of the best interests of our schools, monthly teachers' meetings have been held in conformity with the following program:

Program for teachers' meetings at the Academy building, at 3.30 P. M., on the following dates:

October 14. Subject: Is it important to teach phonics? If so, when shall instruction begin, and how shall it be done?

November 4. Subject: How can we secure the best results in arithmetic? What points should be emphasized, what omitted?

December 2. Subject: Is it important to develop the imagination? If so, when shall the development begin, and how shall it be done?

January 13. Subject: Methods of teaching geography in the different grades.

February 3. Subject: The teacher's responsibility with respect to morals, manners, absence and tardiness of pupils.

March 3. Subject: The educational importance of reading. Good methods of presenting the subject to intermediate and primary grades.

April 14. Subject: Good methods of presenting the subject of reading to advanced grades. How shall we develop a taste for good reading?

May 5. Subject: Modeling, form study and drawing as factors in education.

June 2. Subject: How can the study of a language be pursued to the best advantage? Spoken and written language. Grammar.

One hour will be devoted to the discussion of topics at each meeting.

Every teacher in the public schools of the city is expected to strive to make these meetings mutually beneficial, and other persons receiving copies of this program are cordially invited to be present and join in the discussions. It is desirable to have each subject treated in its various relations to the different grades of school work.

M. J. MICHAEL,
Superintendent of Schools.

A teacher, qualified by successful work, was appointed to read a twenty-minute paper on the subject for consideration at each meeting, after which general discussion followed.

Much interest was manifested in these meetings, and so much enthusiasm aroused that a pedagogical library association was formed for the purpose of creating a professional library for the benefit of the teachers of this city. I can not commend too highly the earnest intelligent efforts of our teachers, and their manifest professional spirit.

QUALIFICATION OF TEACHERS.

In the past four years no teacher has been appointed to a position in our schools who has not had at least a year's professional training in a State normal school or in our teachers' training class. Owing to the lack of a sufficient number of applicants, our teachers' class had to be abandoned. All but one of those who applied have since entered State normal schools. I believe our board of education is now in a position to declare its intention to employ in the future none but normal school graduates, or persons of successful experience.

SCHENECTADY.

S. B. HOWE, *Superintendent.*

NEW BUILDINGS.

The chief matter of interest connected with our schools during the past year was the completion of two new school buildings, each of eight school-rooms, with a seating capacity of about 420. These were constructed partly for the purpose of increasing the

school accommodations of the city, and partly because it had become necessary to abandon certain buildings as unfit for school use. In the construction of these buildings the chief points aimed at were to secure proper lighting and ventilation. There are four rooms on each floor, each room about twenty by thirty-five feet. No two rooms on the same floor lie in the same direction, and a strong side-light makes it unnecessary for either teachers or pupils to face the windows. The system of heating and ventilating is by hot air, and the closet system is that known as dry closets. No attempts were made to secure striking architectural effects in the buildings, but everything is subordinated to the ideas of use and durability. The size of the buildings is in accordance with the idea that it is better to distribute them so that they may be easy of access, rather than that pupils should go greater distances to a larger central building.

A PECULIARITY

of our school system consists in the fact that aside from the principal of our high school, and of a department known as the higher English, we have no principals, so called. In four buildings there are no teachers with any authority over the other teachers. Each teacher reports directly to the superintendent at a central office. In certain matters, like the supervision of halls at the opening and closing of school sessions, the teachers take turns.

At the completion of the third new building now in process of construction, it is intended to connect all the buildings by telephone with the central office. Whether this is an ideal system or not is an open question, but it is found to work very well with us, and it results in a saving of several thousand dollars a year over those systems where a higher salaried principal presides over each building.

SYRACUSE.

A. B. BLODGETT, *Superintendent.*

STATISTICAL.

The statistical reports of other cities have been interesting and profitable to me and for that reason I present the following brief statement:

Population of the city, 1890	87,877
Number of pupils between 5 and 21 years	24,600
Number of schools	28
Number of teachers	287
Number of sittings	13,033
Number registered in public schools	13,401
Number belonging in public schools	10,898
Average daily attendance	10,415
Per cent of daily attendance .....	.956

High school.

Number pupils registered	804
Number pupils belonging	644
Average daily attendance	601
Per cent of attendance (number belonging) .....	.985

Cost per pupil.

For instruction	\$14 96
All expenses (except buildings)	18 71
Including all expenses	21 64

Itemized expenses.

Teachers' wages.....	\$155,803 14
Janitors' wages.....	10,401 96
Fuel.....	9,326 73
Temporary repairs.....	12,696 50
Insurance.....	1,382 91
Contingencies.....	8,942 96
Supplies.....	6,763 74
Permanent.....	30,549 94
	<hr/>
	\$235,867 88

ENCOURAGEMENT.

There has been much of encouragement in the work of the past year. The principal aim of the superintendent has been to bring to the notice of all teachers a better understanding of the responsibilities and duties attaching to the position occupied. The result has been a calling together of forces somewhat scattered and the establishment of better and clearer relations in the various lines of school work. Principals have been encouraged to take hold of their individual schools with a firmer grip; and assistant teachers have awakened to the fact that they are responsible first of all to the principal, while he in like measure owes them just consideration and support. Each teacher is thus a unit in the school, the school a unit in a system, and the system a success only when all parts move forward harmoniously.

TEACHING SERVICE.

We are proud to report that a great advance has been made in the quality of the teaching power that is going into our schools. This comes very largely through the establishment of a city teachers' training class upon a thorough and practical working basis. Every element of school work is brought out in the conduct of this class, with practice in teaching, discipline and general school management. No person receives an appointment in our schools who has not satisfactorily completed the work of this class, except one who can present a record of successful experience in other fields. The board of education in this city stands for good teachers in every case, and where the above-mentioned conditions as to qualifications are wanting no applications are considered. Every superintendent can realize that this is a great factor in the maintenance of good schools.

SCHOOL ACCOMMODATIONS.

It is presumable that in the matter of accommodations for school children our condition does not differ materially from that of other cities.

We have under way two new buildings whose seating capacity will aggregate 1,120 sittings, and when these shall have been completed we shall be able to take our children from rented quarters and comfortably house them in properly fitted school-rooms. These buildings are to be built upon the best modern plans with the Smead-Ruttan system of heating and ventilation, including the dry closets, all of which will thus be given a first trial in our city.

EVENING SCHOOLS.

In November, 1889, an invitation was given to all who would like to join an evening class in architectural and mechanical drawing to meet on a designated evening at the high school for consultation.

Three hundred and forty young men presented themselves. It was decided to inaugurate such a class and divide the privilege of membership as justly as possible among the trades and professions represented.

As the seating capacity of our drawing-room was limited, we could accommodate only seventy-five. The class was a grand success from first to last, and was continued for nearly four months with an average attendance of about sixty-five. This was so encouraging that it is intended to enlarge the work this season by organizing three or more evening schools, which will cover the same and other lines of instructions.

ARBOR DAY.

Our annual spring vacation occurs the first week in May, hence we are deprived of the benefits of a full observance of Arbor Day. Just before the closing for their vacation (chosen because it is "moving time"), many schools plant trees, and prepare and carry out a suitable and appropriate program of exercises.

SPECIAL BRANCHES.

Special teachers are not the bugbear with us that some count them. The penmanship, music and drawing are being carried forward with interest and profit, and we would not willingly see the subjects, or the teachers in charge of them, depart from our midst. Each has its educational value, and is accomplishing much outside of the proficiency acquired, which of itself pays.

CONCLUSION.

It is my pleasure to again express my appreciation of the helpfulness I have received from the educational gatherings I have been privileged to attend; from our local school board, and the faithful corps of teachers with whom I daily labor, from my fellow superintendents in other and similar fields of labor, and for the wise consideration and prompt dispatch given to questions referred to the State Department.

TROY.

DAVID BEATTIE, *Superintendent.*

In addition to the statistical report of the public schools of Troy, which is already in your hands, I submit the following statements in accordance with the request of the State Department:

ATTENDANCE.

In my report of last year I made somewhat extended mention of the causes for a considerable reduction in the net registration and attendance of our schools. While the same causes are still in existence and effective, our registration for the year 1889-90 increased over that of the preceding year by a very small margin.

The average daily attendance was considerably improved, and would have been much greater than it was had not the general business

depression in the east, and the general movement of people toward the new States, and especially to the Pacific coast, materially reduced our population in comparison with that of the preceding four or five years. The census of 1890 states the population of this city to be 60,605. There can be no reasonable doubt that the population was at least 63,000 for several years; but a much higher number has often been claimed by enthusiastic Trojans, and perhaps the claim has been based upon better grounds than those which contribute to my estimate. A study of the statistics of 1880 and 1890, combined with a fair *estimate* of the attendance at private and parish schools, in the absence of accurate statistics from those institutions, convinces me that all the schools combined are not instructing as large a percentage of the children of school age now as they did in 1880. According to the best information at my disposal, the comparison stands about as follows: The public and other schools in 1880 taught a registration of 10,388 pupils during the year out of a population of 56,747; while the combined schools taught last year a registration of 10,401 in a population of 60,605; an increase of hardly perceptible dimensions in the annual net registration in the schools, while the population has increased 3,858. These statements are not a matter of congratulation, but I believe them to be substantially correct. It would be an interesting investigation to push in all the cities of the State, seeking to learn how far a similar line of statistics would prevail. I can give no solution of the matter, but am driven to the conclusion that there is a growing tendency to withdraw children from school at too early an age to place them at work in manufactories and elsewhere, besides a great tendency of a large portion of our immigrant population to disregard the splendid opportunities for the education of their children extended to them by the liberality of the State.

It will prove a serious matter to the commonwealth, if this tendency is not overcome by wise measures, and that too before many years. There can be no doubt that the school of the street continues to exert an undue influence in shaping the intelligence and the morals of the rising generation. Compulsory attendance at school may not be palatable to many of our people, but it is a necessity of the hour, and efforts in that direction ought to continue until success crowns the work already done to secure needed legislation looking to this end.

SCHOOL ACCOMMODATIONS.

The addition of an eight-room school-house to our list of buildings gladdens the hearts of a district which has been built up within a few years and has been compelled to send its children to schools at a considerable distance from its borders. This building will care for nearly 400 pupils, and is well-lighted, well-warmed and well-ventilated.

It is also an ornament to the locality in which it stands, and is by far the best constructed school building in the city. The cost of the lot and building, in complete readiness for the opening of school therein, was a little over \$25,000.

IMPROVED METHODS.

We are confident of much improvement in the method of teaching United States history, as we now conduct the work in that branch. Topics are studied with all the resources at our command, in the sup-

ply of a variety of text-books and such other works of reference as can be afforded us. The results of such a plan are gratifying to teachers and pupils. We are endeavoring to study the progress of the nation, in the times of peace as well as in the light of the march and devastation of great armies. In this view of national development most school histories are miserably deficient.

The divorce of much of our work in writing from the use of the traditional copy-book, and the use of home-made books, constructed according to the results of our own observation and experience, has wrought out for us much improvement in this important branch of school work.

OUR TEACHERS.

There has been a healthy and steady growth of professional investigation among our teachers. Unusual interest has been manifested, by a gratifying number, in the educational questions of the age in which we live. The stated meetings of the sections, which assemble on Saturdays, have been full of interest for the past year. Sometimes a brisk and profitable discussion of an impromptu subject will take the place of the formal theme of the hour, and draw out valuable experiences in all the phases of school work.

Then we have a wide-awake teachers' association, which meets monthly and discusses the themes which are of most interest to the members themselves. Last year the association secured a good course of lectures on physiology and hygiene, from the practicing physicians of the city, who manifested their interest in the project by rendering their services without charge, although most of the addresses were prepared for the occasion at the expense of much time and labor.

In general terms the corps has labored faithfully and successfully, and I consider it an enviable position to be called the superintendent of such a force of teachers, even when our faults (and we are not without them) are magnified to their fullest extent. In the midst of discouragements, they are brave; and while we admit with regret many failures to accomplish all that we hoped, we view with great satisfaction a small army of children and youth who will be happier and more successful in their life work because we have been associated with them as teachers. So we leave the past behind us to cover its own wrecks, and turn our faces hopefully and confidently to the future.

UTICA.

ANDREW McMILLAN, *Superintendent.*

[Written report not received in time to appear in proper place. If received, it will be found at close of this Exhibit.]

WATERTOWN.

FRED. SEYMOUR, *Superintendent.*

The official United States census of this city, lately completed, shows a population of 14,733, a gain over the census of 1880 of nearly thirty-eight per cent. The school census for the past year was as follows:

First ward.....	1,021
Second ward.....	758
Third ward.....	921
Fourth ward.....	1,353
Total for the city	4,053

The school census for 1880 was 3,128, so in this respect the gain is nearly thirty per cent. In spite of the fact that better railroad facilities are sorely needed, this city shows a very satisfactory growth, and the expectations of some that the census of 1900 will show a total population of 20,000 will, in all probability even without a competing railroad, be realized. This being true, the school population will probably be nearly 6,000.

Would it not be well to consider whether our present school accommodations will be adequate? During the past year our total enrollment was 2,430, or about sixty per cent of the school population, which was divided among our nine schools as follows:

High school.....	250
Academy street school.....	461
Arsenal street school.....	429
Boon street school.....	262
Bradley street school.....	69
Cooper street school.....	235
Lamon street school.....	455
Mullin street school.....	148
Pearl street school.....	121
Total	2,430

Supposing the school population to be but 5,000, and the percentage enrolled in the public schools to be as large as it is now, we shall be obliged to provide for 3,000 children.

The total capacity of each school as it now stands is as follows:

High school.....	300
Academy street school.....	500
Arsenal street school.....	500
Boon street school.....	300
Bradley street school.....	60
Cooper street school.....	250
Lamon street school.....	470
Mullin street school.....	500
Pearl street school.....	130
Total.....	3,010

With the Cooper street and Pearl street schools completed, the former will accommodate 250, and the latter 130 more, making the total school accommodation of the city not far from 3,400. The difficulty is, however, and as I apprehend, always will be, that while in some districts the school accommodations are perhaps more than ample, the children residing in other districts can not be accommodated there, and must go to schools outside their own districts, in some cases, a long way distant. Perhaps no better way to elucidate

my meaning will be found than to take each school by itself, defining the district from which it draws, stating the condition of the school property, and giving my opinion, whether it can now accommodate the children belonging to it, and what, if anything, will be necessary to be done for said district in the near future. I will take up the schools in the order heretofore given.

HIGH SCHOOL.

This school building is situated on the northwest corner of State and Mechanic streets, in the first ward. It really consists of two distinct buildings joined, the old portion built in 1838 was thoroughly repaired, and the new portion, built in the fall of 1878 at an expense of over \$9,000. The grounds occupy about eight-tenths of an acre. The buildings are in good condition, and 300 pupils could be accommodated there, should it be necessary. There are four grades at the high school, the twelfth, eleventh, tenth and ninth. Of course, it takes children from any part of the city, that pass out of the eighth grade, but although, as I state in my annual report to the board of education, the ninth and tenth grades continually increase in numbers, the proportion of those who drop out before entering the eleventh grade, or at least before graduation, is in about the same ratio as the increase, and the result is the enrollment at the high school varies but little from year to year, and perhaps there need be no uneasiness as to lack of accommodation, as far as this school is concerned, for some years to come.

ACADEMY STREET SCHOOL.

This building, a detailed description of which was given you at the time, was built in 1886, at a cost of over \$20,000. It is built of brick, is heated with steam, and can easily accommodate 500 children. Although it is the only school in the second ward, there are fewer children in that ward than in any other, and this fine new building will in all probability be amply sufficient for that ward for many years to come. The school is on the old "department" plan, with two large study-rooms and a recitation-room for each of its eight grades.

ARSENAL STREET SCHOOL.

The original building, situated on the northeast corner of Arsenal and Massey streets, in the fourth ward, erected in 1856, was entirely rebuilt in 1883, and an addition built thereto, giving it double its original capacity, at a cost of over \$10,000. The main entrance was changed also from Arsenal street to Massey street. It is built of brick, heated with steam, is on the "department" plan, with two large study rooms, a recitation-room for each of its eight grades and can accommodate 500 pupils. Its district has been all of the fourth ward south of the river and east of the railroad tracks, also a portion of the third ward lying north of Stone street. But I shall recommend that, hereafter, the third ward portion be given to the Mullin street school, which can now accommodate it. Arsenal street also takes the Boon street scholars passing out of the seventh grade, some of the Bradley street scholars passing out of the second grade, and some of the Cooper street scholars passing out of the sixth grade. With the schools on the north side of the river (Bradley street and Cooper

street) taking care of their own scholars until they enter the High school, and the third ward children going to Mullin street, where they belong, Arsenal street school will not be overcrowded in the next twenty years.

BOON STREET SCHOOL.

The building was erected in 1874 at a cost of nearly \$10,000. It is built of brick, has two stories, and can accommodate 300 scholars. It is situated on the east side of Boon street, just north of Arsenal street, and has for its district all that part of the city lying west of the railroad tracks on the south side of the river, the district being partly in the third and partly in the fourth ward. The school has at present but seven grades, and the two upper grades are always very small, owing to the fact that the patrons of this school are, for the most part, of the poorer class, and their children are taken from school and set at work very early. What few do go beyond the seventh grade enter the Arsenal street eighth. The three lower grades are well attended, and each has its own room, while the four upper grades occupy the second story, which is on the "department" plan. The property is in excellent condition, and the buildings plenty large enough to accommodate six and possibly seven grades for many years.

BRADLEY STREET SCHOOL.

A little one-story stone building, erected in 1824, formerly belonging to the town of Pamelia. It is on the west side of Bradley street, a little north of Main street, and has for its district the entire north-west portion of the city, or that part of the fourth ward lying north of the river, and west of Leray street. It has sittings for about sixty, and, until last year, it had three grades, but then, as the grades were too large for one teacher—there is but one room—it was found necessary to take out the third grade, and send the children to Cooper street or Arsenal street, as the parents might elect; Arsenal street being, perhaps, a little nearer than Cooper street, but necessitating the crossing of Court street bridge and the railroad tracks. This section of the city is growing very rapidly. Since the new shops of the Watertown Steam Engine Company were built there a year or so ago, many new buildings have been erected, and many families have moved to that neighborhood. Hence the need of a suitable school building there is positively imperative. There is too little land where the present school-house now stands, and so the Board is contemplating buying a lot farther west, on Main street if possible, and it is probable, that a new school building, capable of accommodating six grades, will be erected within the year. Then this school and the Pearl street school can both send their scholars to Cooper street school, after passing out of the sixth grades, and the children, residing on the north side of the river, can remain there until ready for the high school.

COOPER STREET SCHOOL.

The building now occupied, erected in 1887 at a cost of \$9,500, is but half of a contemplated building on the "Quincy" plan, having eight rooms for the accommodation of eight grades. At present we have only four rooms, but have six grades; the sixth and fifth being in one room, the third and second in one room; the first and fourth

each occupying a room. It is a brick building, two stories, heated with steam, situated on the west side of Cooper street, a little north of Main street, and has for its district the whole north side of the river, from Leray street to Mill street in the fourth ward, and from Mill street to Lansing street in the first, for the six lower grades, and, when completed, will take scholars from the Bradley street and Pearl street districts, besides its own, for the seventh and eight grades.

The taxpayers on the north side have already petitioned for the completion of this building, and it is not too much to expect, that this will be done within two years. Completed, Cooper street school will accommodate 500 scholars.

LAMON STREET SCHOOL.

A two-story brick building, on the "department" plan, erected in 1853, enlarged in 1871 and supplied with the Bolton hot-water heating apparatus in 1888. It stands on a lot 132 feet front and 205 feet deep, on the south side of Lamon street, about midway between Mechanic and High streets, in the first ward. It has for its district the entire portion of the ward lying south of the river. Although the school carries eight grades, and can accommodate about 470 children, the primary department has been overcrowded every year for the past three years. Something must be done for this district, and that too at once. I have recommended to the board the adoption of one of two expedients. Either build a supplementary primary school, somewhere east of the present school, in the same district, or else complete the Pearl street school and transfer into its primary grades those of the Lamon street children living on the south side, nearest the river. As the latter plan would incur the less expense, it will probably be adopted.

MULLEN STREET SCHOOL.

The school, the only one in the third ward, has for a number of years received the poorest patronage of any school in the city. There were many good reasons why this should be so. In the first place, the old building, erected in 1867, was totally unfit for school purposes. With false economy, the rooms and halls were made so small that proper ventilation was out of the question, with more than twenty-five scholars in each of its four rooms. Then too, the school being at the westerly end of Mullen street, in a sparsely populated neighborhood, the walks and roads not receiving proper attention in the winter season, were at times almost impassable. This state of things, however, could not last. Many people living nearer the boundary of the second ward obtained permission to send their children to Academy street school. Many others sent theirs to select or parochial schools. In the annual reports of my predecessors and myself, the fact that the third ward, the richest ward in the city, had the poorest school accommodations, was commented upon again and again. Finally, as stated in my last report, the Board resolved, at the March meeting, 1889, to grant the petition of the taxpayers of the ward, at that time presented, and supply this long-felt need. The first move was to buy additional land at the rear of the present lot, so that now we have 165 feet front on Mullin street, with a depth of 310 feet. The plan of the new building was

agreed upon and its erection begun at once. Its site is directly in the rear of that of the old building. The new building is now complete and occupied. It is built of brick, two stories; the north and south sides eighty-nine feet, the east and west sides seventy-nine feet six inches, ceiling twelve feet high. It is on the "Quincy" plan, with four rooms 22 by 36, and a hall from north to south twelve feet wide, on each floor. It is heated with the Bolton hot-water apparatus, the same system that is in successful operation at the Lamon street and Pearl street schools, and all the rooms are furnished with the "Globe" double seats and desks. The old unsightly and unsuitable building was taken down at the end of the school year, and no trace of it now remains. This school now carries eight grades, can easily accommodate 500 children, will have for its district the whole of the Third ward, and should receive the patronage of every citizen of that ward having children of school age. The cost of the new building, all complete was less than \$20,000.

PEARL STREET SCHOOL.

This new building, a description of which was given in my last report, was erected in 1888, at a cost of nearly \$7,000. It is situated on the northeast corner of Pearl and Vincent streets, in the extreme northeast section of the city. Although it has four rooms, two on each floor, the two lower ones are the only ones completed and occupied. We have now but four grades, but, on the completion and furnishing of the two upper rooms, it is purposed to have six grades. The school has for its district that part of the first ward lying north of the river, and bounded on the west by Lansing street. It can, upon completion, accommodate 260 scholars, and, as has been suggested, could relieve the primary department of Lamon street school to a considerable extent, by taking some scholars from the south side living nearest the river.

RECAPITULATION.

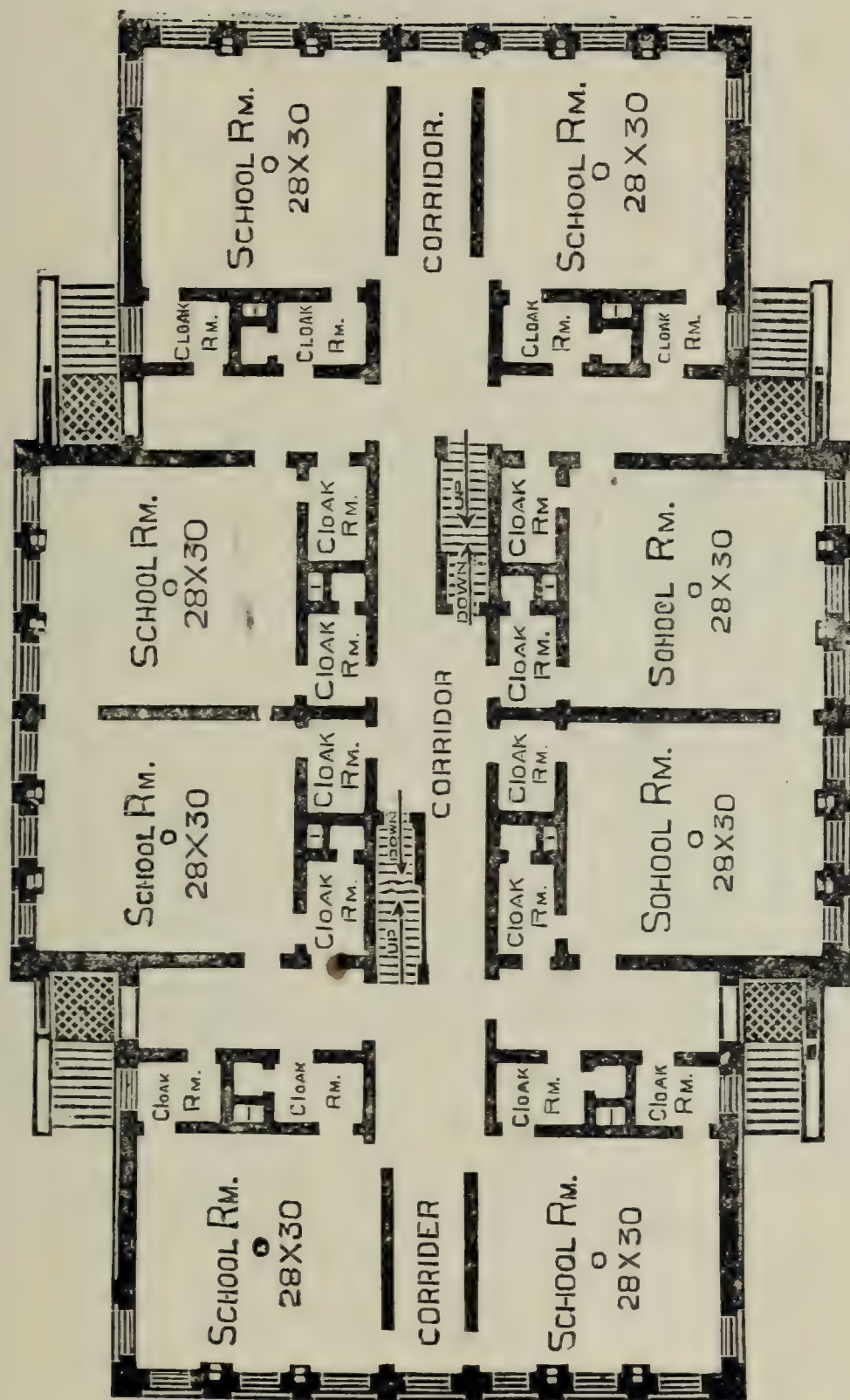
All the city needs, then, not only for the present accommodation of its children, but also to meet the anticipated growth of the next ten years, is the building of a new six-grade school-house, in the Bradley street district, or northwest portion of the city; the completion of the Cooper street school, so as to obviate the necessity of the children residing on the north side of the river going over to Lamon street and Arsenal street for their seventh and eighth grade work, and the completion and furnishing of the two upper rooms of the Pearl street school, so as to provide for its own six grades and to relieve the primary department of Lamon street. Watertown will then have as good school accommodations as any city in the State.

EVENING SCHOOL.

This school was maintained again last year, beginning in September and continuing into May. The attendance was large enough to warrant the employment of two teachers. The success was again satisfactory, and it was decided to continue the school this year. It was therefore organized in September, and, thus far, the average nightly attendance has been nearly thirty. These boys and young men, whose ages range from 15 to 30 years, are at work dur-



NEW PUTNAM SCHOOL, SYRACUSE.



NEW PUTNAM SCHOOL, SYRACUSE.

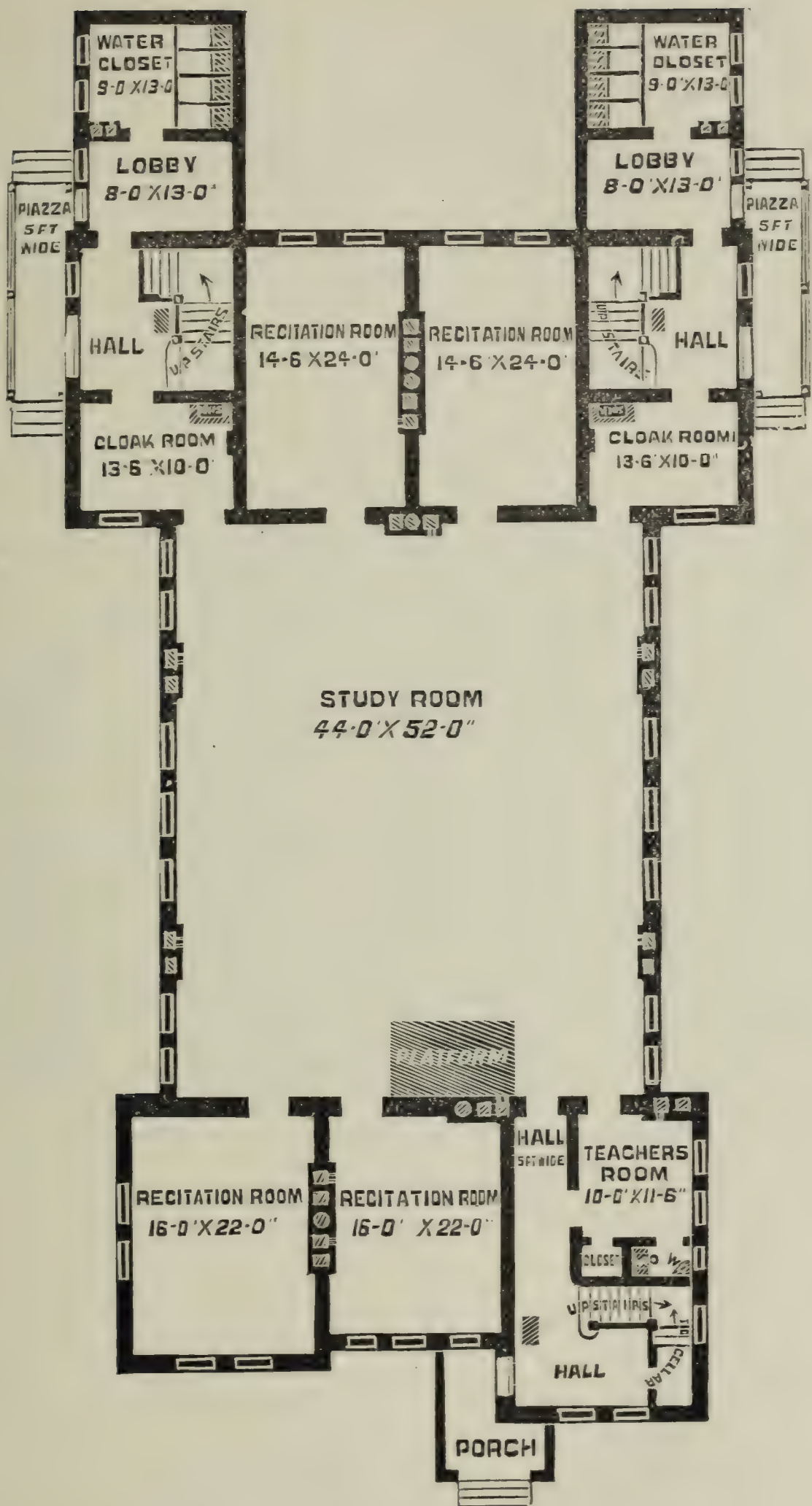
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MUSEUM OF NATURAL HISTORY



PRESCOTT SCHOOL, SYRACUSE.



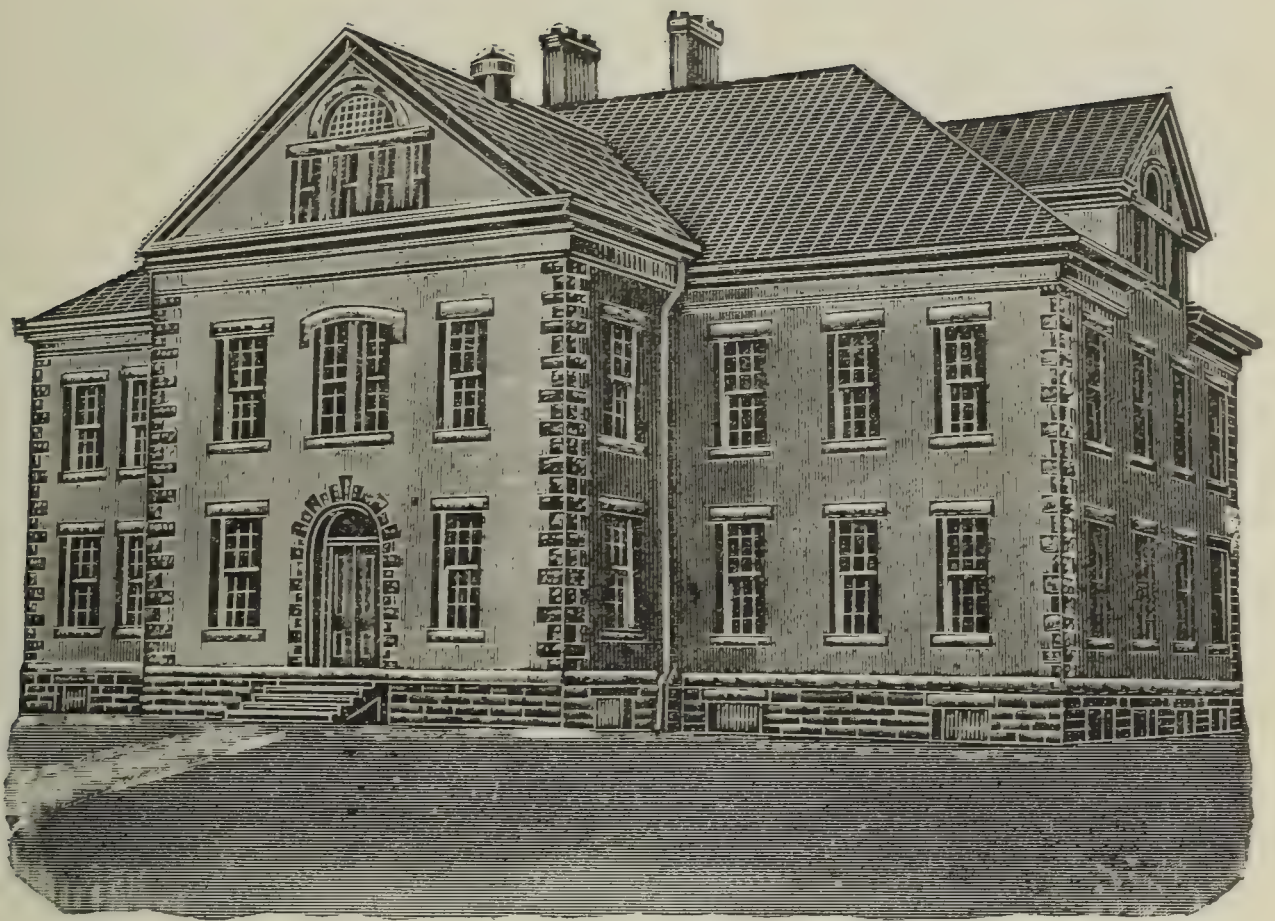
NEW SECOND WARD SCHOOL BUILDING, UTICA.



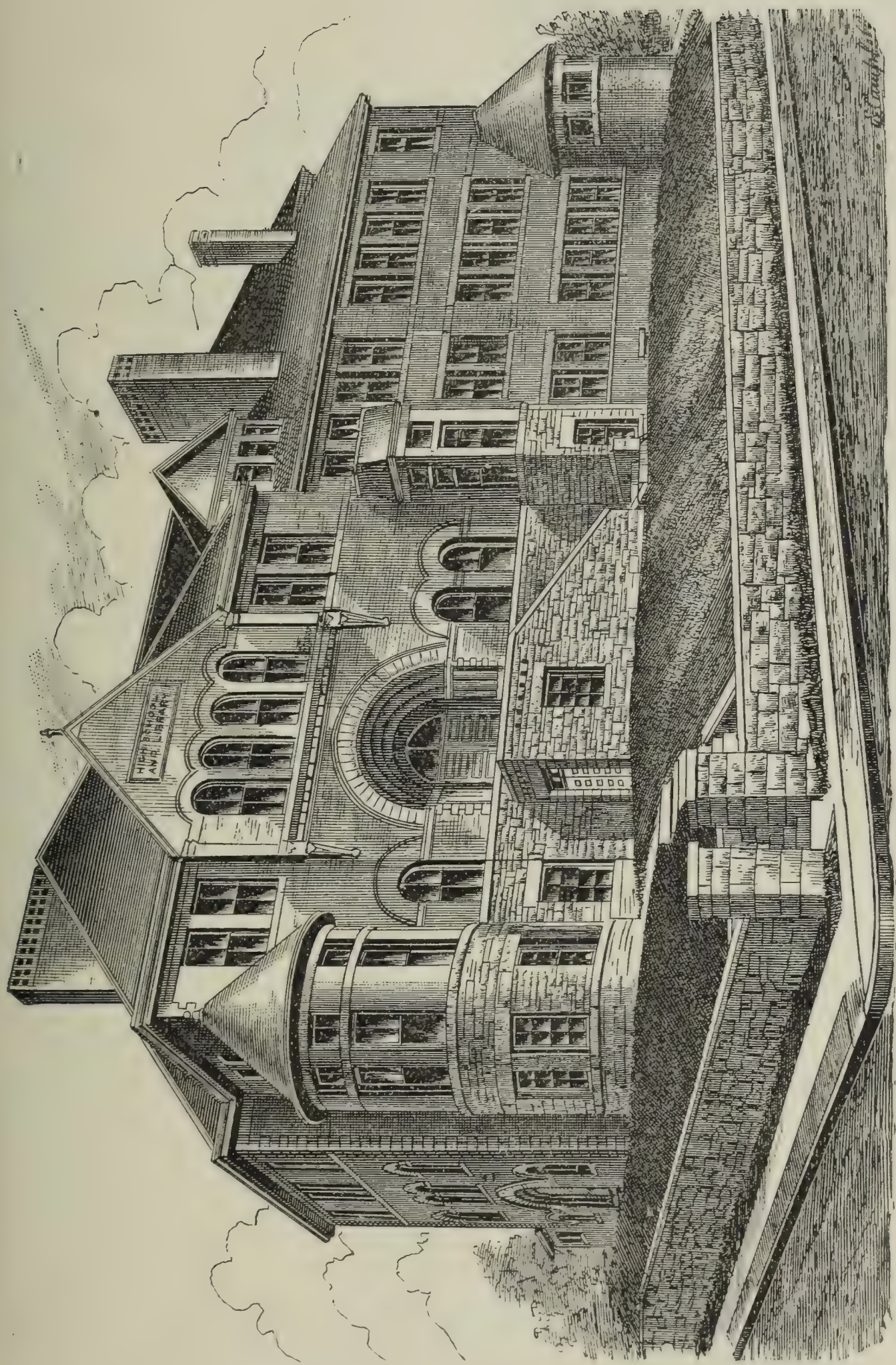
GROUND PLAN, SECOND WARD NEW SCHOOL-HOUSE

NEW SECOND WARD SCHOOL BUILDING, UTICA, N. Y.

This is one of the most complete primary school-houses in Central New York, both in regard to architectural beauty and those requirements of heating, ventilation and light which tend toward making the school-room duties a pleasure rather than a task. The building is of brick with brown stone and molded brick trimmings and treated in the modern style of architecture with a very pleasing effect. The interior wood-work is of white wood, finished natural, producing a light and cheery appearance. The rooms are large and airy, ample accommodations being provided for 500 pupils. There are three entrances, one for the teachers and visitors and one on each side for boys and girls respectively, with wide and easy stairs to the second floor. Opening from the teachers' entrance in front and on each floor is a teachers' reception-room with cloak and toilet-rooms. In the rear, connected with and yet isolated from the main building, are two toilet-rooms on each floor for children, the plumbing in these rooms being as near perfect as can be made. The fixtures are flushed every ten minutes, or as often as desired by means of automatic tanks, thus insuring cleanliness. These rooms are warm and well ventilated and separated from the main rooms by four doors so that there is no possible chance for foul odors to ever reach the school-rooms. Light is obtained through large windows so placed as to best secure those results for which light is intended—its admission from the proper direction and in sufficient quantity to strengthen the faculty of vision without being trying or dazzling to the eyes. The rooms are heated by warmed fresh air admitted eight feet above the floor, the vitiated air being removed through warm ventilated flues from near the floor and also near the ceiling when the temperature is too high, yet so arranged as to create no draught. The blackboards, which are of natural slate, are large and well located. The building is also well drained through cast-iron pipes, each joint being made air and water tight by calking and running molten lead in same. Taken as a whole this building may well be called a model school-house.

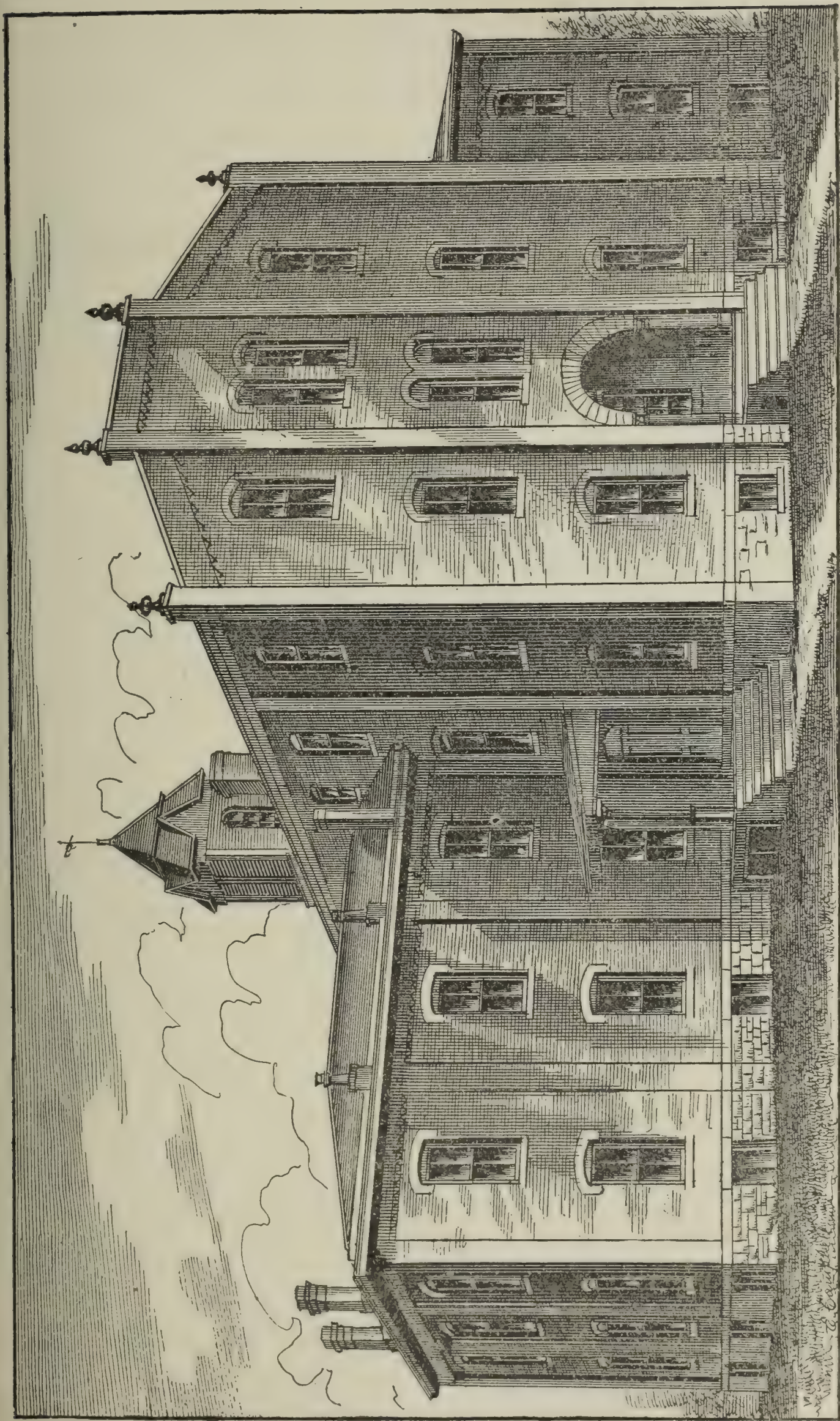


MULLIN STREET SCHOOL BUILDING, WATERTOWN.



YONKERS HIGH SCHOOL.

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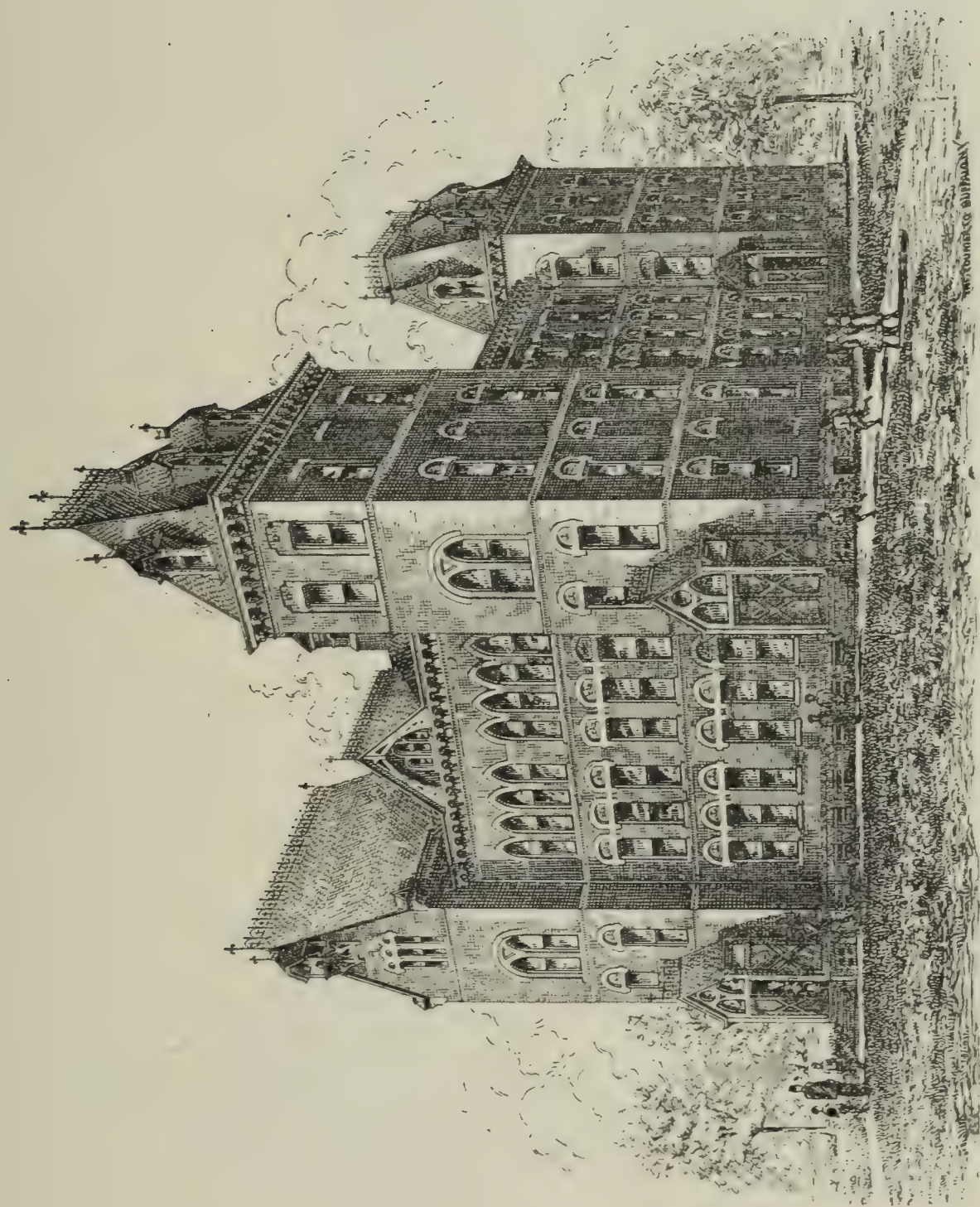


HIGH SCHOOL BUILDING, ALBION.

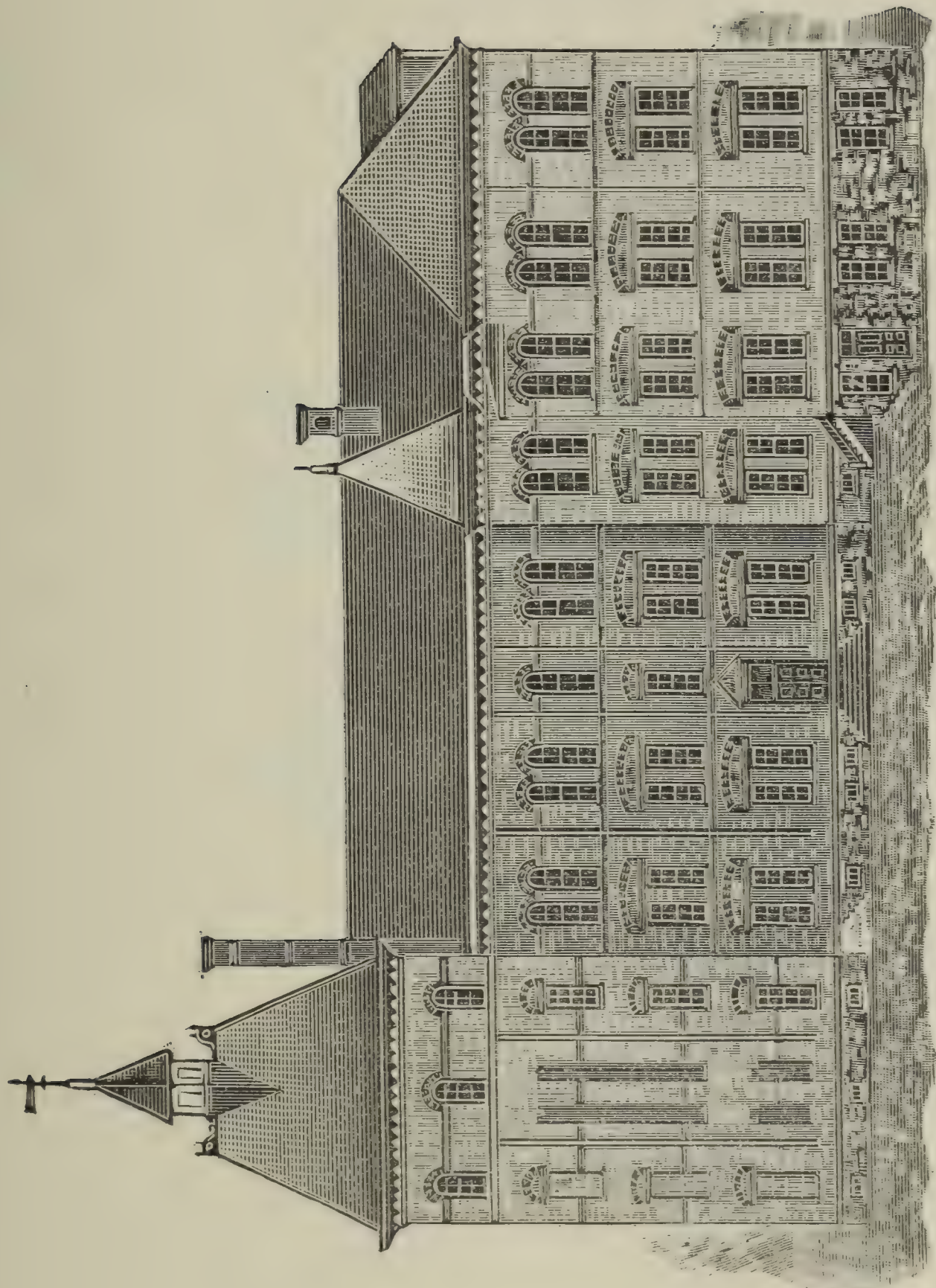
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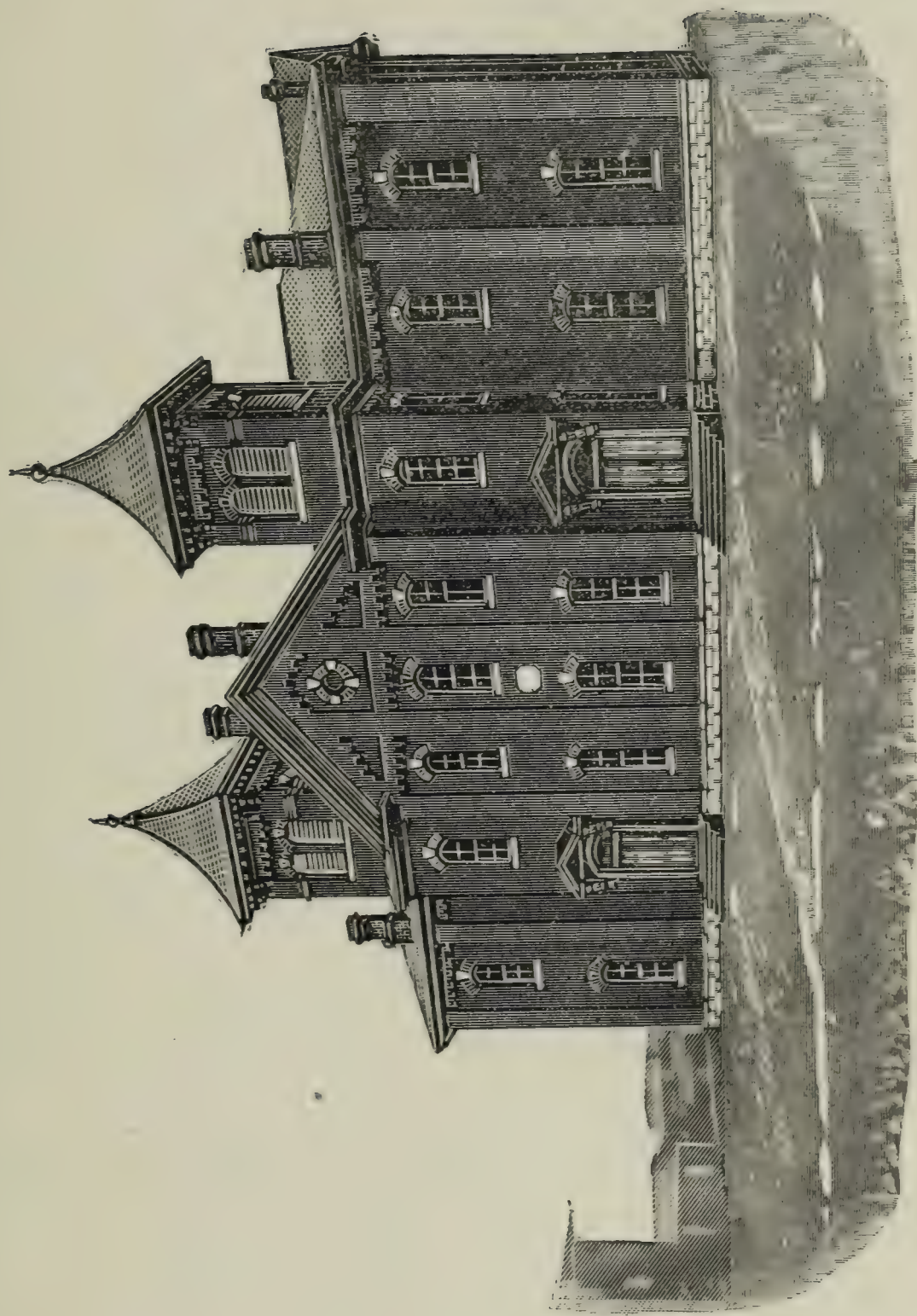
UNIVERSITY OF CALIFORNIA



CENTRAL SCHOOL, BATAVIA.



UNION SCHOOL BUILDING, CANANDAIGUA.



MAIN SCHOOL BUILDING, GENEVA.

LIBRARY
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GLOVERSVILLE HIGH SCHOOL BUILDING, GLOVERSVILLE.

LIBRARY
OF THE
UNIVERSITY OF CALIFORNIA

ing the day, and are very glad to avail themselves of this chance of gaining valuable knowledge. The whole cost of the school is less than \$400, and surely the success thus far, proves that the money is well expended.

UNIFORM EXAMINATIONS.

I used this system of examinations of teachers last year, and this year succeeded in getting them formally adopted by the board. All new teachers, who had not taught the requisite sixteen weeks, were examined for third-grade certificates; all who had taught that period, and did not hold unexpired city first-grade certificates, were examined for second grade: and all who had taught the requisite two years, and who hold city first-grade certificates expiring this year, will be expected to enter the uniform examination for first-grade certificates in March.

TEACHERS' TRAINING CLASS.

We have at last such a class at our high school, and the board has passed a resolution that, hereafter, all substitutes shall be taken, and all vacancies filled, from such a class, or that no teacher shall be appointed who does not hold a uniform certificate of at least second grade. This need not conflict with the former policy of the board to give the preference to the high school graduates, according to priority of graduation, but it will insure the appointment of teachers who have had some little experience or training. We have thus anticipated the law bearing on this point, that, under the direction of the council of school superintendents, will be introduced at the next session of the Legislature.

ARBOR DAY.

The day was observed with appropriate exercises at every one of our schools. With the aid of the "Arbor Day Manual," compiled by Mr. Skinner, excellent programs were prepared. Trees, bushes or vines were planted in all the school grounds except Mullin street, where everything was in such confusion it was deemed wise to wait until another year. The large attendance of parents and friends, the enthusiasm shown by the children, and the interest generally displayed, seems to put a favorable indorsement upon Arbor Day.

FLAG PRESENTATION.

Last spring the Joe Spratt Post of the G. A. R. made a proposition to present flags to the different schools, which was accepted by the board of education. The presentation exercises took place at Washington Hall on the evening of "Memorial Day." There were recitations by two pupils from the high school, and one each from the Academy street, Arsenal street and Lamon street schools. The presentation address, delivered by Deputy Superintendent Charles R. Skinner, was most admirable, and was listened to with closest attention by a very large audience. Mr. S. F. Bagg responded in behalf of the board of education. The flags were received by standard bearers, one from the upper grade of each school, chosen by his class. Altogether the exercises were very impressive and will not soon be forgotten by those present. These flags are displayed in the principal's room in each building every school day, and on consultation with the teachers, a

plan will soon be perfected relating to the appointment of the color guards, care of the flags, etc.

COMPULSORY EDUCATION.

As the prospects that the law will be soon so amended as to meet our needs are not very encouraging, it has been decided by our board to wait no longer. There is always quite a large number of boys on the streets not attending school of any kind, public or private or parochial; in other words incorrigible truants. Under authority from the board I have published a notice that after November first I shall cause the arrest of all children, between 6 and 14 years of age, found roaming the streets not attending school of any kind, and shall bring them before City Recorder McConnell, under the law relating to vagrants. Upon consultation with him it has been agreed that, should the parent or guardian then refuse to give bonds to keep the child in school, he will send such child to the State Industrial School. It would be better if the law read 6 and 16 years, instead of 14, but even as it is I believe that the "moral influence" of a few arrests will go a long way toward abating what is getting to be quite a deplorable state of things in this city.

CONCLUSION.

That our schools show a healthy progress is beyond question, and at the same time it is frankly confessed there is plenty of room for improvement. In the belief that not only our schools but that all the public schools of the State, owe not a little of their unmistakable advance and progress to a most admirably equipped and managed State Department of Public Instruction, I respectfully close my report.

YONKERS.

CHARLES E. GORTON, *Superintendent.*

STATISTICAL.

The schools of this city were in session 191 days the past school year.

The facts of registration, number belonging and attendance are as follows:

Total registration.....	3,384
Average number belonging, being whole number present each week.....	2,570
Average daily attendance.....	2,474

The average attendance is largely in excess of the year immediately preceding.

SCHOOL BUILDINGS.

For some years past it has been necessary frequently to increase the accommodation to provide for the steady growth of the schools. No child has ever been turned away because the schools were full, although it has sometimes been necessary to hire rooms for classes temporarily. Twenty-nine school-rooms have been built and occupied in the last four years. All these rooms have been carefully studied to

obtain the best results in ventilation and light, and all are furnished with single desks and seats adapted to the grades that occupy them.

During the past year a building centrally located has been erected for the uses of the high school and library at a cost of \$104,000. Part of this building is now used as a central grammar school. The arrangement is such that the building may be occupied as two distinct schools until the time arrives when the high school will utilize the whole. The building is first-class in every respect. The exterior is of brown-stone and front brick, and the interior finished with ash throughout.

HYGIENE AND PHYSICAL CULTURE.

In all our schools instruction is given constantly in physiology and hygiene. Special attention is given to the laws of health rather than to technical knowledge. Immediately connected with these subjects are physical exercises. In every school calisthenics are required at three stated periods daily, and in some classes oftener. Not less than fifteen minutes a day are given to these exercises, having special reference to strengthening those muscles and organs which are enervated by confinement or distorted by sitting or bending over a desk.

The gymnasium in the high school is conducted with as much method and regularity as any other department of the school. The work is wholly in classes, and as much effort is made to correct physical deformity as is made to bring forward pupils who are backward in scholarship.

Whoever looks attentively at a class of girls in any school-room must notice the large number of stoop-shouldered, narrow-chested children. Some of them are suffering from lack of proper food and clothing, and many from careless habits which should be corrected. Our teachers are doing what they can by combining instruction in hygiene with constant practice of those things which will develop bodily vigor in our boys and girls.

COMPULSORY EDUCATION.

The existing truancy laws are enforced as far as possible, as are also the laws regulating the hours per week that minors may be employed and the ages under which children shall not work in factories. These laws are so indefinite that we find difficulty in securing their execution and in enforcing penalties for their infraction.

We have not, however, tried so much to exact penalties as to secure the attendance of children in school. The truant officers employed by the board of education serves the parochial as well as the public schools.

From this city the past year thirty-two truants have been committed to either the Protestant Home, St. Joseph's Home or the Catholic Protectory, all institutions in this county.

TEXT-BOOKS AND SUPPLIES.

The city furnishes all the text-books and supplies used in the public schools.

PUPILS.

Most of the children leave school at an early age, earlier I suspect than in most cities. They enter factories, offices and other places of business, leading to a working or business life. Nearly all the boys and girls who go to colleges from here receive their preparation in

the high school, and the number receiving such preparation is small considering that the population of the city is above 32,000.

The children of Catholic parentage are nearly all in the parochial schools which have an average attendance of perhaps 1,600. The other private schools have a small attendance in the aggregate, and the public schools are supported very generally by all classes of the Protestant denomination.

EVENING SCHOOL.

Evening schools in which all common school branches are taught are regularly maintained, beginning November one and closing in February. Pupils of any age are admitted. One class is maintained solely to teach the English language to adult foreigners who have recently come to this country. There is always a large German attendance in this class. The average enrollment of these schools last year was 247, and the average attendance 188.

QUALIFICATIONS OF TEACHERS.

The board of education demands teachers who are thoroughly prepared for their work, and insists on qualifications equal, at least, to normal school education. The teachers who have entered the employ of the board in recent years have, with very few exceptions, been normal school or college graduates, or holders of State certificates. The only exceptions have been with teachers who have proved specially adapted to their work elsewhere.

TEACHERS' MEETINGS.

General teachers' meetings are held regularly, attended by teachers of all grades. Special meetings in drawing and music are often held by the directors of those subjects. The teachers of each grade are frequently called together to discuss their particular work; those engaged in the work of the first year maintain a distinct organization with weekly meetings.

DELAYED REPORTS.

The following report was not received in time to appear in its proper place:

UTICA.

ANDREW McMILLAN — *Superintendent.*

ENROLLMENT AND ATTENDANCE.

The whole number of pupils enrolled in the schools was 6,853. Of this number there were enrolled in the primary department 1,590 boys and 1,559 girls; total 3,149. In the intermediate department, 1,060 boys and 1,080 girls; total 2,140. In the advanced school the enrollment was 350 boys and 459 girls; total 809. In the academy, 120 boys and 141 girls; total 243. In the evening schools, 428 boys, 84 girls; total 512. Total enrollment in all schools, boys 3,530, girls 3,323; total 6,853. This shows an increase over last year's enrollment of 133 pupils, and an increase during the past six years of 2,154.

The average daily attendance in primary department was 1,071 boys, 1,025 girls; total 2,096. In intermediate department, 810 boys,

846 girls; total 1,656. Advanced school, 302 boys, 414 girls; total 716. Academy, 89 boys, 127 girls; total 216. Evening schools, 111 boys, 38 girls; 149 pupils. The average per cent of daily attendance on the number enrolled is, in the day schools eighty-one, but in the evening schools it falls to twenty-nine per cent. This striking disparity in attendance between the day and evening pupils should not be referred to any lack of equipment, either of qualified teachers, or suitable plans for study; but rather to the fact that evening pupils are usually employed through the day in such branches of manual labor, requiring long hours of close, continuous application, which are exhausting and exceedingly depressing to the feeble, half-developed muscular and nervous forces of childhood. Hence under these adverse conditions, it is but little wonder that pupils of this class often drift away from the evening school to seek rest and recreation in some more attractive resorts. This theory is emphasized by the fact that of the whole number enrolled in the evening schools, not more than one-fifth remain to the close of the term. Just how to remedy so great an evil seems an insolvable problem. The board has fully performed its duty toward the class of pupils, by opening two school buildings for their use, and in the employment of competent teachers for their instruction. But if these pupils will not voluntarily improve these privileges, and parents are powerless to enforce attendance, there remains no other alternative but to accept the situation, and turn it to the best possible account. Much valuable instruction may be imparted in this irregular way, which hereafter shall bear fruit in the character and lives of useful citizens. Therefore the evening school as a part of our common school, ought to be maintained, even under so great a discouragement.

The average age of the pupils remains about the same from year to year. In the primary department the average is 7.4 years; in the intermediate 10.5; in the advanced school, 13.3; in the academy, 16.3; and in the evening schools, 15.5 years.

TEACHERS.

The whole number of teachers employed by the board was: Primary, 44; intermediate, 62; advanced, 18; academy 9 (which also include teachers of the French and German languages); evening schools, 10; substitute teachers, 10; teachers of drawing, penmanship and music, 1 each, who have entire charge of their respective branches in all the schools; total number of teachers employed in all the schools, 176.

The whole amount paid for teachers' salaries during the year was \$72,728.41. Yearly cost of tuition for each pupil — based on teachers' wages — was \$10.60, or at the rate of \$3.59 per term.

FINANCIAL.

Receipts.

From State apportionment.....	\$23,404 31
From the Regents' literature fund.....	1,664 82
From non-residents for tuition.....	1,048 57
From city tax.....	77,000 00
From sale of disused seats.....	72 00
Cash on hand at date of last report.....	8,124 92
Total.....	<u>\$111,273 62</u>

Disbursements.

For teachers' salaries	\$72,728 41
Current expenses	27,262 78
New furniture	173 83
Improving sites	972 50
Payment of the advanced school mortgage	1,240 51
Total	\$103,542 54
On hand at the date of this report	7,332 08

The cost to the city for the year's tuition per scholar, based on teachers' wages and ordinary expenses, deducting the amount received from the State and other outside sources, was \$10.77, or \$3.59 per term.

The whole number of school buildings owned by the city is eighteen. Including the library there are nineteen buildings in charge of the board of school commissioners.

PENMANSHIP.

The entire supervision of penmanship in the schools is intrusted to Miss Ella Heffron, who personally instructs the various classes during the entire course. A remarkable degree of uniformity, neatness and legibility marks the work of the pupils in this branch, and their progress is highly commendable.

MUSIC.

As an elevating, refining influence in the schools, the value of music is positive and not to be underestimated. It has held its place in the schools of the city since the first organization, and its benefits year by year are more strongly felt as detailed work is more thoroughly perfected and performed. In order to simplify the science and bring it within the scope of primary classes, where singing books are not used, S. U. Cookingham, who for many years has had entire charge of music in all the schools, has devised a set of charts, adapted not only to the primary classes, but also to the intermediate grade.

DRAWING.

This art has been duly recognized in the course of study since the organization of the present school system in 1843. Much excellent work has been accomplished under the tuition of able instructors, which has been utilized and carried into practical effect by great numbers of our artisans and mechanics, besides creating a healthful stimulus in the culture of æsthetic taste and a due appreciation of higher art in the community. Various systems of drawing have been employed, which now have given place to the Prang system, which was adopted in September last. Miss Maggie A. Coupe has charge of this department, and the success of her classes has been most gratifying in the trial year of the new method.

LIBRARY.

The report of Miss Jacobs, city librarian, shows that the whole number of books in the library June 30, 1889, was 12,536. During the ensuing year eighty-nine volumes were purchased and 205 donated. Ten volumes were added by binding pamphlets, thus making the total number of volumes in the library June 30, 1890, 12,840. During the 299 days on which the library was open 58,744 volumes were given out for home use — an average of 197 per day. On February fifteenth, the largest number of books for a single day, 423, was

given out, and on June twenty-first, the smallest number, sixty-nine. Six volumes were reported missing and not accounted for, and forty volumes were replaced during the year and 465 were repaired at the bindery. The number of new patrons during the year was 1,013. The sum of \$111.30 was collected in fines and from the sale of catalogues during the year, and the balance on hand June thirtieth was \$114.77. The 58,744 books given out were divided as follows: Historical, literary and scientific, 9,366, an increase over last year of 1,477; novels, 22,665, a decrease from last year of 541; juvenile books, 26,713, an increase of 1,462. The total number of volumes given out during the previous year was 56,446, and during the year 1887-1888, 52,128. The total number of people drawing books from the library is about 4,800.

THE ACADEMY LIBRARY.

Following is Professor Sawyer's report to me:

In reporting upon the condition of the academy library, I begin with an historical statement.

In my annual report to the Regents of the University of the State of New York, of date 1864, the academy library was reported to contain 266 volumes, valued at \$605.80, and apparatus valued at \$840. In May of the next year, 1865, the academy building, with the library and apparatus, was totally destroyed by fire. Up to that time there had been received by appropriations from the Regents' literary fund as follows: In 1835, \$250; 1855, \$250; 1857, \$125; 1863, \$56, which, together with equivalent amounts raised by the trustees of the academy, had been expended for the above-mentioned books and apparatus.

The history of our present collection dates from the year 1868, when the new academy building was opened. From this time, appropriations have been received from the Regents' literary fund as follows: In 1870, \$250; in 1879, \$250; in 1885, \$125, together with equivalent sums raised by the trustees, in all, \$1,900. Besides, there have been at various times gifts from graduating classes of books and apparatus.

In 1889, at the sale of the library of John G. Crocker, 122 volumes were purchased at a cost of \$133.95. This was a valuable addition at a low cost—among these books being the Natural History of New York, 27 volumes, and the Encyclopædia Britannica (new edition), 24 volumes. In addition to the above, other lesser expenditures have, from time to time been made.

To sum up, in my annual report of the Utica Academy, for the year 1890, recently made to the University of the State of New York, the library is put at 908 volumes, valued at \$1,790.98, the apparatus at \$2,192.18.

This library is well selected, made largely of books of reference adapted to the use of teachers and students. It may be classified as consisting of encyclopædias, dictionaries, histories, works pertaining to science, literature, language, in pretty nearly equal proportions. It is especially rich in historical works, among which may be mentioned Grote's Greece, in twelve volumes, Curtius' Greece, in five volumes, Ihne's Rome, in five volumes, Merrivale's Rome, in seven volumes, Michelet's France, White's France, Kohlrausch's Germany, Bancroft's United States, in both old and new editions, Hume's England, Froude's England, Lecky's England in the Eighteenth Century, Palfrey's

New England, Mrs. Jamison's Histories of Art and Religion, Wilken-son's Illustrated History of the Ancient Ægyptians, Teuffels' History of Roman Literature, Ranke's England in the Seventeenth Century, Guizot's Civilization in Europe. In the line of science may be enumerated Roscoe and Scharlemer's Treatises on Chemistry, Hure's Dictionary of Art and Sciences, Parke's Hygiene, Deschamel's Natural Physiology, Sachs' Botany, Booth and Faber's Chemistry, works on geology by Dana, Lyell, Le Conte, Geike.

Among dictionaries we have Littré's great French Dictionary (unabridged), in four volumes, large quarto.

Without further enumeration, which might be made in the line of literature and language also, it will be seen that, for its size, a more valuable collection, or one better adapted to its purpose, could not readily be made. It is constantly used by the students, who are allowed free access, and are encouraged to avail themselves of its resources. Not infrequent calls, also, are made upon the academy library by our citizens for books not to be obtained elsewhere in the city, and such calls are always gladly responded to.

Some of the books most referred to, as dictionaries, scientific compendiums and classical works, are placed upon two large tables in the general study-room, where they are in plain sight and convenient of access. The library-room itself is not shut in, but is plainly visible, by two doors kept open, from the study-room; and, under proper conditions, may always be entered; so that just before, during and just after school hours, this room is well occupied. Pupils are also allowed to take books home for special purposes.

The value of the best possible library for young people, in connection with their courses of study, can not be over-estimated. Then is the time to send them to these sources of information, the very well-springs of intellectual life, and to encourage them to acquire a taste for sound reading, which shall last them through after years and be a permanent benefit. The student goes from the recitation-room of an earnest, well-equipped instructor, inspired with an eager desire to inform himself or herself further upon the subjects which have been touched upon in the class-room, with the aim not merely to fill the young mind with facts, but to urge the hearer to continue the study outside of the class-room with all the resources at hand.

Young men and young women so taught and so trained will have little time for frivolous reading, will, indeed, contract no taste for the sensational in literature. Is there any better safeguard, moral or intellectual, than this formation of sound healthful taste and industrious mental habits during these formative years of their early life?

TEACHERS' TRAINING CLASS.

Our teachers, with but few exceptions, are graduates of the Utica academy and have had an opportunity to acquire, while passing through the various grades of the public schools, an experimental knowledge of the methods practiced by their teachers and adapted to the educational requirements of our city. This practical knowledge gained day by day from early childhood, combined with the help that all teachers are constantly receiving through the medium of teachers' meetings, in which are discussed new methods, and the drill that teachers in special branches are receiving at meetings held for that purpose

through the school year, render the Utica teachers a well-trained, thorough and progressive corps of instructors. Their efficiency is proved beyond dispute by the high rank which our schools have attained and hold among the other schools of the State as shown by the Regents' examinations. Another important agency in preparing our young teachers for practical work, which has supplied in a large measure the place of training classes, is the substitute and night school, which is usually required before permanent position is assured. For these reasons we have not felt the need of special training classes to the degree incident to many other cities; but still would it not be wise to consider the advisability and practicability of adopting this as well as any and all other instrumentalities, and thus aid in bringing our already well-perfected school system to a still higher degree of excellence?

The State now pays \$60,000 for sustaining teachers' classes, and Utica can receive its share of this money, which will nearly, if not quite defray the extra expense of sustaining such a school. Instead of locating such a class in the academy, as was the original intention of the law, where the instruction would necessarily be limited to lectures on the theory of teaching, with no opportunity for practical application, I would suggest that some ward school be chosen where experienced teachers well versed in modern methods have charge of primary and intermediate grades. It is these grades that claim as indispensable our best teachers, for younger pupils require not only tact in discipline and unending variety, combined with alertness and patience in methods of oral instruction, but such pupils must be taught how to study, how to appropriate the principles of knowledge set forth in text-books, while older pupils can make fair progress aided by our new prepared text-books, with less skillful teachers provided they have a thorough knowledge of the branches to be taught. Another reason for placing this training class in the intermediate and primary grades, where they can be given some practice in school work under the care of experienced teachers, is that individual gifts and acquirements may be noted, directed and improved. Many qualities are required to make up the perfect teacher besides mere literary acquirements and stores of knowledge; and to discover the strongest points in a candidate's mental and moral endowments would be one and perhaps the most valuable of the aims of a training school. The person who lacks the highest finish of scholarship may be equipped with marked powers as a disciplinarian, while another teacher may fail in government and yet find her true sphere in class-room work, while still another may be able to do good work in primary classes who would fail with older children. The experienced critic-teacher would correct the mistakes of her candidate pupils, would develop their latent capabilities, and guide their timid experimental efforts. The plan suggested contemplates only the reduction, so to speak, to a working basis, of these acquirements with the least calculable loss of time and energy on the part of the teacher or pupil.

CONCLUSION.

A general review of the year shows that the schools have fully enjoyed an average degree of prosperity, and that they are steadily advancing in their work. The teachers, faithful and conscientious in

their calling, have entered with alacrity into all measures intended to improve and advance the interests of their pupils. To this end they have promptly responded to frequent calls for teachers' meetings, where topics were examined and discussed relating to discipline, new methods of teaching, or whatever falls within the province of school work. From ideas thus gained they have not only infused their pupils with fresh interest, but have widened and improved their own methods of instruction, drawing upon subjects not immediately connected with the day's lesson, which has served to awaken a spirit of inquiry and research in the minds of the pupils. While the teachers have faithfully performed their duties in these respects they have in no wise neglected that weighty obligation resting upon all who train our youth for the high and responsible duties of citizenship. Sentiments of loyalty and patriotism have been by the teachers so faithfully instilled into the minds and hearts of pupils, that from every public school building in the city, the American flag floats on the breeze as the proud emblem of our national liberty. Arbor day was observed with appropriate exercises and the planting of trees in many of the school grounds. The progress in study made by the various classes was highly commendable, a much larger number having passed the Regents' preliminary and higher examinations than at any previous time since that test of scholarship was established. I am glad to state that the schools have escaped any unusual visitation of contagious disease, although diphtheria has claimed four victims among the pupils, and four have died from other causes, including one from accident out of school hours. This is a low rate of mortality considering the whole number of pupils enrolled, and shows the sanitary condition of the schools to be good.

The following report was not received in time to appear in its proper place:

LONG ISLAND CITY.

SHELDON J. PARDEE, *Superintendent.*

FINANCIAL.

Receipts for the year ending July 25, 1890.

From the State Superintendent	\$12,500 52
From amount raised by tax on property	45,520 08
From back taxes	4,649 13
From sale of school bonds for new school-houses.....	133,500 00
From unappropriated fund for fifth ward new school.....	5,000 00
From sundries	84 34
	<u>\$201,254 07</u>

Payments for the year ending July 25, 1890.

For teachers' wages.....	\$44,056 34
For janitors	4,925 97
For supervision and clerk	2,568 36
For evening schools.....	2,179 00
For library books.....	170 51
For school books, etc.....	5,456 08
For new school-houses.....	145,596 88
For improving sites	200 00
For rent of school-houses	7,695 89
For repairing and insuring school-houses.....	1,773 88

For school furniture	\$2,900 68
For fuel.....	1,823 03
For printing and incidental expenses	1,176 43
	<hr/>
	\$220,523 05
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MISCELLANEOUS.

The total number of different pupils registered during the last school year was 6,403. The average daily attendance was 4,047. The number of teachers employed for thirty-two weeks or more was ninety-four.

Following the summer vacation, the schools opened on September 8, 1890, with 4,713 pupils in attendance, an increase of 700 over last year. During that month the average attendance was 4,458. The average for the same month last year was 3,874.

We have now 108 teachers employed and are in immediate need of several more.

It is a pleasure to note that the higher classes are now all full. The number of graduates from the grammar schools is increasing. In 1887 there were nine graduates; in 1888, thirty-five; in 1889, sixty-four; in 1890, seventy-nine. The high school, which has been established a little more than a year, has an attendance of about eighty.

The evening schools were well attended last winter and were kept open for five months.

At the close of the term, July first, the school children had to their credit over twenty thousand dollars (\$20,000) in the School Savings bank.

Arbor Day was observed with a full program of exercises in all the schools of the city. Thirty trees were planted by the children upon school property.

The second and third ward schools were finished in time for the opening of the schools in September and the rooms are all occupied with classes. It is expected that the fifth ward school will be ready by January. Work on the first ward school will cease as soon as it is inclosed, as the appropriation made is not sufficient to complete it. Land has been purchased for a new school in the fourth ward.

THE TEACHERS' ASSOCIATION

continues its good work. The principal subject under consideration during the past year was "Form Study and Drawing." This subject was studied so thoroughly that, at the June meeting, our teachers felt confident of their ability to teach the subject. At the last meeting of the association Professor Holt, of Boston, presented the subject of "Music." At the next meeting the subject will be "Primary Reading," and at the following meeting "Reading in the Grammar Grades."

A RADICAL MOVEMENT

for better qualified teachers was inaugurated the past year by Mayor Gleason. Upon his recommendation all persons desiring to teach in the public schools of Long Island City, and not holding a State certificate or a State normal diploma, were required to pass a public examination in accordance with regulations adopted by the board of education, as follows:

DEPARTMENT OF PUBLIC INSTRUCTION.

GRADES OF CERTIFICATES.

There shall be three grades of teachers' certificates issued, principals', first and second.

QUALIFICATIONS OF CANDIDATES.

Candidates for second-grade certificates shall be at least sixteen years of age.

Candidates for first-grade and principals' certificates shall have had at least three years' successful experience in actual teaching.

An average standing of seventy-five per cent shall entitle a candidate to a certificate, provided the percentage obtained in arithmetic, grammar and composition, geography and spelling, is not below the said average.

Candidates for principals' certificates shall be examined in algebra, arithmetic, book-keeping, civil government and school law, form study and drawing, grammar and composition, geography, general history, literature, natural philosophy, penmanship and business forms, physiology and hygiene, plane geometry, word analysis, and science and art of education, estimated under the following heads: (a) experience, (b) history of education, (c) methods, (d) science of education and three of the following as each candidate may select: astronomy, botany, chemistry, geology, rhetoric and zoölogy.

Candidates for first-grade certificates shall be examined in algebra through quadratic equations, arithmetic, civil government, form study and drawing, grammar and composition, geography, history (American and English), literature, natural philosophy, penmanship and business forms, physiology and hygiene, plane geometry, spelling and use of words, science and art of education estimated under the following heads: (a) experience, (b) history of education, (c) methods, (d) science of education and either astronomy and botany, as each candidate may select.

Candidates for second-grade certificates shall be examined in arithmetic, civil government, form study and drawing, grammar and composition, geography, history (American and English), natural philosophy, penmanship and business forms, physiology and hygiene, spelling and use of words, and science and art of education.

Program for examination, beginning Monday, August 4, 1890.

MONDAY.

9 to 12 A. M.—Preliminaries and arithmetic.

1.30 to 3 P. M.—Geography. 3 to 4—Spelling and use of words, and word analysis.

TUESDAY.

9 to 11 A. M.—Algebra. 11 to 12—Penmanship and business forms.

1.30 to 3 P. M.—Civil government and school law. 3 to 4.30—Form study and drawing.

WEDNESDAY.

9 to 12 A. M.—Grammar and composition, geometry.

1.30 to 4.30 P. M.—Science and art of education, and physiology.

THURSDAY.

9 to 12 A. M.—History and book-keeping.

1.30 to 3 P. M.—Natural philosophy. 3 to 4.30—Literature.

FRIDAY.

9 to 12 A. M.—The optional studies.

Ninety-one teachers presented themselves for examination. Sixty-three were successful. Of these, four received principals' certificates, eleven, first-grade and forty-eight, second-grade certificates.

After passing the examination for the city certificate, several of the teachers entered the examination for a State certificate.

Many of the older teachers considered it a hardship to be called upon to take an examination and considerable local opposition was aroused; but, if the board of education live up to their resolution to employ only teachers who hold a State certificate, a State normal diploma, or those who pass a rigid examination in the branches above specified, a stronger corps of teachers will undoubtedly be secured than with less exacting requirements.

EXHIBIT NO. 8.

VILLAGE SUPERINTENDENTS.

1. LIST OF SUPERINTENDENTS.
 2. REPORTS.
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NOTE.

The superintendents of schools in the villages of the State were invited to submit reports concerning the condition of the schools under their charge, and the following responses were made. They will be found interesting as showing a satisfactory condition of the schools in many of the thriving villages of the State.

A. S. D.

VILLAGE SUPERINTENDENTS.

1. LIST OF SUPERINTENDENTS.

Villages.	Superintendents.
Albion.....	Freeman A. Greene.
Batavia.....	John Kennedy.
Canandaigua.....	Henry L. Taylor.
Cortland.....	Frank Place.
Flushing.....	John Holley Clark.
Geneva.....	Wm. H. Vrooman.
Glens Falls.....	Sherman Williams.
Johnstown.....	William S. Snyder.
Lansingburgh.....	Edward Wait.
Little Falls.....	Edwin E. Ashley.
Malone.....	John S. McKay.
Niagara Falls.....	N. L. Benham.
Norwich.....	E. W. Griffith.
Olean.....	W. L. McGowan.
Oneonta.....	Nathaniel N. Bull.
Owego.....	Edwin P. Recordon.
Plattsburgh.....	George J. McAndrew.
Saratoga Springs.....	E. N. Jones.
Seneca Falls.....	A. C. McLachlan.
Sing Sing.....	J. Irving Gorton.
Waterford.....	H. H. Loomis.



2. REPORTS OF VILLAGE SUPERINTENDENTS.

ALBION.

FREEMAN A. GREENE — *Superintendent.*

I would most respectfully submit the following annual report of the public schools of the village of Albion, N. Y., showing transactions during the past year, with an account of the receipts and expenditures of our schools and such other information concerning their condition, work and wants as may be of public interest.

Since the organization of the union school in May, 1876, many improvements have been made. We started with four teachers in the high school, one acting as superintendent and principal, three in the grammar school and five in the primary department. We now have a superintendent who devotes his entire time to the work of supervision, five teachers in high school, six in grammar school, and eight in the primary department.

We occupy six different school buildings, the largest being the high and grammar school building and five primary buildings, located in different parts of our village. They were formerly used for district schools, except one which was built in 1882.

I attribute our success largely to the fact that we have had during all these years a most excellent board of education. Our president, Hon. John H. White has served faithfully all but two years. Those years he was elected supervisor, thus becoming ineligible. Charles H. Moore and George W. Ough have been members of the board since 1876. Especial mention should here be made of the late Joseph McCornell, who showed such a life-long devotion to the cause of education in our beautiful village. He was for many years a trustee of the Albion academy and contributed liberally to its support, when the prosperity and maintenance of our schools depended so largely upon the generosity of our citizens. He was chosen a member of the board of education upon the organization of our union school in 1876, and served faithfully till the time of his death last July.

STATISTICAL.

	1876-7.	1888 9.	1889-90.
Number of school buildings.....	5	6	6
Estimated value of school property:			
Grounds.....	\$7,000 00	\$11,500 00	\$11,500 00
Buildings and fixtures ..	15,000 00	33,000 00	37,000 00
Furniture	1,000 00	2,500 00	3,000 00
Libraries and apparatus.....	912 00	2,500 00	2,893 00
Total.....	\$23,912 00	\$48,500 00	\$54,393 00
Total assessed value of taxable property.....	\$2,704,500	\$2,046,665	\$2,074,094

Receipts.

	1876-7.	1888-9.	1889-90.
From State apportionment	\$2,226 15	\$4,801 41	\$4,764 77
From tax on property	2,717 00	6,500 00	8,000 00
From tuition from non-resident pupils	550 00	1,315 75	1,117 77
From other sources	3,267 00	1,234 00	566 86
Total	\$8,760 15	\$13,851 16	\$14,449 40

Expenditures.

For new buildings and fixtures	\$900 00	\$1,448 52	\$78 84
For permanent improvements	213 00	525 91	1,225 02
For furniture	160 00	49 29	42 00
For library	102 00	32 56	1,169 00
For salary of teachers	5,822 78	7,960 00	8,081 00
For salary of superintendent .....	.....	800 00	800 00
For fuel and lights	291 67	836 19	653 36
For ordinary repairs	265 00	223 53	2,400 18
Total	\$7,754 33	\$11,876 00	\$14,449 40

Attendance, etc.

Whole number of days actually taught during school year	194	188	196
Number duly licensed teachers	12	19	20
Number children of school age in district	1,157	1,281	1,422
Number attending public schools	506	694	840
Number attending parochial schools	200	140	100
Number attending private schools	100	45	28
Whole number days' attendance	89,174	101,028	104,578

Attendance by departments.

High school:			
Number enrolled during year	101	119	118
Average number belonging	86	92.5	93
Average daily attendance	83	82.1	84.2
Intermediate department:			
Number enrolled .....	.....	105	106
Average number belonging .....	.....	52.8	53.2
Average daily attendance .....	.....	44	47
Grammar school:			
Number enrolled	155	189	178
Average number belonging	146	157.7	158
Average daily attendance	129	137.2	138.2
Primary department:			
Number enrolled	305	440	447
Average number belonging	268	322.8	324.8
Average daily attendance	247	246.5	256
Number of non-resident pupils:			
First term .....	.....	92	95
Second term .....	.....	140	166
Third term .....	.....	60	62
Number Regents' students	20	133	132

DEPARTMENT OF PHYSICS AND CHEMISTRY.

Our advantages in physics and chemistry are superior, the board of education having furnished complete apparatus for making all the experiments necessary to a thorough understanding of these subjects. During the past year considerable money has been expended in fitting the laboratory for the use of students in chemistry. Village water, gas, shelves and chemicals have been added. Every pupil in the class is now supplied with the necessary articles, that for himself he may learn many of the phenomena of nature. The appointments in this department are valued at about \$2,000.

LIBRARY.

The library belonging to the district contains 2,133 volumes. Of these 900 belong to the circulating library, located at the central school building and are properly divided between the various departments of literature, history, biography, travels, poetry, fiction, etc. This library is open twice each week. Tuesdays from 4 to 6 P. M. and Saturdays from 2 to 8 P. M., when books can be drawn and returned. We have a pleasant room and good substantial cases with glass doors that can be securely locked. The card catalogue by authors and subjects is kept in trays and placed upon a reading table for ready reference. The reference library is located at the high school building and contains 1,233 volumes. These volumes are not allowed to be taken from the building, but all citizens of the district may consult them at their pleasure.

One section of this library placed in the high school room was founded by the class of '87 pursuant to a resolution of the board and is kept in a neat case by itself. This and another case of books of reference, encyclopedias, etc., are open every day for the use of students in the high school.

DEPARTMENT OF ENGLISH LITERATURE.

This department is a distinct feature of our high school. A majority of our students complete the following course of reading and study, which covers two years.

First Year.

First Term.—A comprehensive study of the formation of the English language; the derivation of words and the construction of sentences; Lockwood's lessons in English completed.

Second Term.—A critical study of the representative men of the period, beginning with Chaucer and including the eighteenth century writers; and also the period as influenced by those men; Hart's English Literature used.

Third Term.—A careful study of the representative men of the nineteenth century in England and America; Hart's English Literature completed.

Second Year.

Reading, with reviews by paraphrase or abstract.

Reference Books.

Lounsbury's English Language, Angus' Hand Book of the English Tongue, Morris' English Accidence, Saintsbury's Elizabethan Literature, Ward's English Poets.

The following books are read by the high school students, and credit given for the work:

Shakespeare's Julius Cæsar and Merchant of Venice, Coleridge's Ancient Mariner, Longfellow's Evangeline, Macauley's Essay on Lord Clive, Irving's Alhambra, Webster's First Bunker Hill Oration, Scott's Old Mortality, George Eliot's Silas Marner, Hawthorne's House of Seven Gables.

PRIZES.

The influence of the prizes which are awarded every year is very healthful upon the students of the high school. We have seven

standard prizes, one in physiology, established by Dr. William C. Bailey in June, 1880; two in elocution, one for the best oration, and another for the best essay delivered on commencement day, established by Ezra T. Coann, Esq., in June, 1882. A copy of Webster's Unabridged Dictionary for the greatest proficiency in civil government, given by Clark D. Knapp, Esq., in June, 1885. Three prizes for proficiency in rhetorical work, offered by Hon. Isaac S. Signor in June, 1887.

The above prizes are awarded on commencement day every June.

NORMAL DEPARTMENT.

Never was this department so well equipped as at present. It is under the able management of Miss Emma J. Harvey who devotes one-half day to the work of the normal class. Two practice classes come every day from our grammar school, one in arithmetic and one in geography this term. A member of the normal class is called upon to hear the recitation one week, and then has the benefit of the criticism of the teacher and class.

BATAVIA.

JOHN KENNEDY, *Superintendent.*

GENERAL.

I am but a recent arrival here; and it is my happy lot to inherit the fruitage of much enlightened and devoted labor on the part of others. I am able to report that Batavia has an excellent system of schools, backed by a most liberal educational sentiment in its people.

There are enrolled at present in the schools of Batavia 986 pupils, of whom 103 are in the academic department. The teaching force consists of a superintendent and twenty-one class teachers. We occupy six school buildings, three of which are very fine structures. The Central High School building cost \$85,000, and is regarded as one of the finest buildings in the State. We are indebted to the munificence of Mrs. Dean Richmond for a noble library building, erected at an expense of \$35,000. The library contains about 10,000 volumes, and is in charge of two librarians, retained for that work alone. The books are read extensively by the children and by the adult people of the district. Our teachers are intelligent and progressive. They are trying to conform their work to the idea of culture; hence, I observe great elasticity of curriculum and method. They are making a special effort to cultivate a taste for standard literature, and to promote thoroughness in study. They meet once a week for conference on their work. They are on the alert for new suggestions, and seem in no sense inclined to perfunctory work.

Two recent measures, looking to progress and reform, will indicate to you the general attitude and policy of the board of education. They have inaugurated a practice of sending their teachers out at the expense of the board to visit and inspect schools in other places, and they have adopted a regulation that none but graduates of a State

normal school shall be employed as teachers in any of the grades below the academy.

From the spirit that prevails here among all classes, I am hopeful of a fine future for the schools of Batavia.

CANANDAIGUA.

HENRY L. TAYLOR, *Superintendent*.

HISTORY.

In the autumn of 1886, after a full and free discussion of the question of uniting two districts and establishing an academical department, the legal voters of Canandaigua decided the question affirmatively by a strong majority, and elected a board of education numbering nine members. The board at once entered upon the task of reorganizing the schools, and so thorough was their work and so rapid its execution that the following September found the entire district following uniform courses, possessing uniformity of text-books and governed by rules and regulations that, under the test of three years' experience, have been modified in no essential particular.

During the past year an academical department was organized, the requisite library and apparatus procured, and upon application to the Board of Regents it was admitted a member of the University of the State of New York.

Under the amended law of 1889 application was made to the State Department for an enumeration of the district to determine its right to employ a superintendent of schools, and all conditions having been met, such position was created.

The enrollment of pupils the first year exceeded the preceding year by nearly 200 and a strong increase in enrollment and attendance has continued yearly.

At special school meetings the past year, called in due form, the question of increasing the facilities of the schools and providing better quarters for certain grades was presented by the board of education, and resulted in authority to build an addition to a primary school with a capacity of fifty pupils, a new primary of three rooms, each having a capacity of fifty pupils; and an addition to the main building fifty by eighty-feet, affording room for a library, superintendent's office, and eleven grade and recitation rooms. These buildings and additions are already well under way and it is hoped all will be under cover by the time snow flies.

The academical department numbered the first year, as tested by the Regents' examinations and requirements, *i. e.*, in attendance thirteen weeks, pursuing three academical studies, and entitled to a preliminary certificate, sixty-seven, and was number forty-eight among the schools of the State. The second year it numbered 106 and stood number thirty-eight, the year just closed it numbered 122.

This, the third year, affords a striking comparison with the year preceding the union of the districts. The year, 1886-87, preceding the union, the same schools registered 130 less pupils, had no academical pupils, and the rate of taxation in support of the larger district

was .201103. This year just closed enrolled 130 more pupils, enrolled in its academical department 169 pupils, and the rate of taxation was .20257, that is it actually cost the man paying taxes upon \$100,000 assessed property one dollar and forty-six cents (\$1.46) to educate 130 pupils in the academical department.

ORGANIZATION.

Canandaigua Union School is governed by a board of education numbering nine members, elected triennially. It employs a superintendent and twenty-seven teachers. Its course of study covers thirteen years, and its departments comprise the primary, three years or grades; the junior, three years; the senior, three years; the academical, four years.

The studies of the primary department comprise arithmetic, drawing, English, physiology, reading, spelling, vocal music and writing begun. The same studies are continued in the junior department, and geography is begun. A more advanced treatment of the same subjects concludes them with the senior department, advanced studies of physiology and American history being taken up, as spelling and geography are dropped. The courses of the academical department number seven, arranged to secure a coördinate amount of development, but introducing the principle of selection. Three and a half studies daily is recognized as the unit of work, and mathematics, language, science and English are the basal coördinates.

Mathematics, social sciences, physical science and English form the English course; substitute language for social sciences and the Latin, the classical, the French and the German courses appear; substitute teacher's class for the same and the normal is formed, while instrumental music by substitution forms the music course. Declamations, recitations, vocal music are required in all grades, and drawing is receiving full and careful attention.

These departments are housed as follows: The primaries in four outlying buildings as near the center of the subdistricts as circumstances permit; the junior upon the first floor of the main building; the seniors upon the second floor, and the academical upon the third. No teacher instructs more than fifty pupils.

With a board fully alive to the necessities of the school, and determined to make it as good as the best, with every facility for thorough, systematic and advanced culture, and with a community determined to be satisfied with nothing short of excellent, the future of Canandaigua Union Free School seems assured.

RECOMMENDATION.

Inasmuch as village schools employing a superintendent have the right, by a recent law, to close for teachers' institute at the option of the board of education, and as such schools are accustomed to hold stated teachers' meetings throughout the year, the following plan is suggested with a view to attempting its execution:

1. Let such schools hold their general teachers' meetings at least once a month, Saturday forenoons, from 9 to 12 A. M.
2. Let all teachers of the commissioner district in which such school is situated have the right to attend such meeting, to enjoy its privileges and to share its responsibilities.

3. Let the superintendent and commissioner plan a program for the year of ten monthly meetings, subject to the approval of the Superintendent of Public Instruction.

4. Give these officers the right to secure assistance from the force of neighboring normal schools, whose traveling expenses should be met by the Department of Public Instruction.

5. Let four schools, or districts, unite to employ a competent teacher for instructing such meeting in any subject that may be called for by its members.

6. Let the first hour be given to instruction, the second to an address, and the third to a second lesson, the instruction to be paid for by the members, or otherwise, as the superintendent and commissioner may devise.

Example: Suppose Canandaigua holds its general teachers' meeting the first Saturday morning of each month, from 9 to 12, twenty-five members present. From the second commissioner district are present twenty-five teachers. Dr. Courtesy, of the Wide-awake normal school, is to lecture upon "The Profession," and Miss Crayon is to give two lessons in drawing. Fifty teachers are present and pay fifty cents apiece for the instruction there received; ten meetings a year amounts to \$250. The next Saturday the drawing teacher meets a teachers' meeting of the first commissioner district and fifty teachers. The third week a meeting in an adjoining county, and the week after the circle is completed in the fourth district.

By uniformity of action the four districts have secured the advantages of training under competent teachers at an expense of five dollars a teacher, and ample time to work out the lessons in daily practice and experience.

CORTLAND.

FRANK PLACE, *Superintendent.*

FINANCIAL.

The following is an exhibit of our finances from July 25, 1889, to July 25, 1890:

Dr.

To balance on hand July 26, 1889	\$2,724 29
To amount received from State	3,850 81
To amount received from tax	4,875 00
To amount received from other sources	98 33
Total.....	<u>\$11,548 43</u>

Cr.

By payment for instruction and supervision	\$6,636 60
By payment for repairs	887 28
By payment for furniture, etc.	236 18
By payment for janitors	640 00
By payment for fuel	402 94
By payment for incidental expenses	379 09
By balance on hand July 25, 1890	2,366 34
Total.....	<u>\$11,548 43</u>

COURSE OF STUDY.

The following is our course of study — that for the ninth grade adopted since the close of the last school year:

First grade.

Reading.—Finish First Reader.

Writing.—

Spelling.—From Reader.

Drawing.—Option of superintendent.

Physiology and miscellaneous subjects.—Oral work.

Singing.—

Number.—

1. Counting and making figures to 1,000, inclusive.
2. Signs — Addition, subtraction, multiplication, division and examples using these signs.
3. Adding columns of one figure each.
4. Practical examples in addition and subtraction.
5. Roman notation from I to C, inclusive.

Second grade.

Reading.—Finish Second Reader.

Spelling.—To foot of page 35 in Speller.

Writing.—

Singing.—

Drawing.—Option of superintendent.

Physiology and miscellaneous subjects.—Oral work.

Geography.—Village, town, county, State.

Number.—

1. Finish figures and Roman notation.
2. Practical examples to fractions.
3. Examples combining the four methods.
4. Addition — Columns of two or more figures.
5. Subtraction — Subtrahend under minuend.
6. Multiplication, one or more figures in multiplier.
7. Division — Short division.

Third grade.

Reading.—Third Reader and review with intelligent explanation of lesson, attention being given to pronunciation and accent. Thorough instruction in part first.

Spelling.—Gilbert's Speller to page 49.

Geography.—Monteith's Primary Geography. Review lessons upon New York State.

Number.—Robinson's Primary complete, tables, Arabic numbers and Roman characters; reading and writing numbers of six places.

Writing.—No. 2. Write portions of reading and language lessons.

Drawing.—Prang's.

Physiology.—Oral instruction.

Language.—Hyde's Practical Lessons.

Singing.—

Fourth grade.

Reading.—Fourth Reader and review. Thorough drill in punctuation, accent, emphasis, analysis, etc.

Spelling.—Page 42 to 75.

Geography.—Appleton No. 1, to South America.

Arithmetic.—Robinson's Rudiments to Addition of Fractions.

Grammar.—Hyde's Lessons; parts of speech. (Definitions from Normal Language Lessons.)

Kinds of nouns:

1. Common.
2. Proper.

Kinds of pronouns:

1. Personal.
2. Relative.

Modifications of nouns and pronouns.

Writing.—No. 3. Reproduce stories from reader and history.

Drawing.—Prang's.

Physiology.—Oral instruction.

Singing.—

Fifth grade.

Arithmetic.—Begin fractions to compound numbers.

Geography.—South America, Europe, Asia, Africa, Australia.

Grammar.—Kinds and modifications of all the parts of speech except adverbs. Omit voice until next year. Parse. Diagram.

Physiology.—Complete Hunt's.

Spelling.—

Reading.—

Writing.—

Drawing.—

Singing.—

Sixth grade.

Arithmetic.—Robinson's practical to compound numbers.
 Geography.—Appleton's higher, North America.
 Grammar.—Adverbs, voice, review, conjugation, parse and diagram.
 Spelling.—
 Reading.—
 Writing.—
 Drawing.—
 Physiology.—Hutchinson's.
 Singing.—

Seventh grade.

Arithmetic.—Begin compound numbers to simple interest.
 Geography.—Maury begun, Sornberger.
 Grammar.—Begin analysis as given in normal language lessons. Thorough drill in analysis of sentences illustrating all points in above analysis.
 Physiology.—Complete book.
 Spelling.—
 Reading.—Fifth Reader. Drill in principles of reading and vocal culture.
 Writing.—
 Drawing.—
 Singing.—

Eighth grade.

Arithmetic.—Begin simple interest and finish book.
 Geography.—Maury, completed.
 Physical geography.—Optional.
 Grammar.—Rules of syntax. Analysis. Regents' questions. (Optional.)
 History.—Whole subject of United States history.
 Writing.—
 Drawing.—
 Singing.—

Ninth grade.

Arithmetic.—Wentworth.
 Algebra.—Wentworth.
 Botany.—Gray.
 Grammar.—
 Rhetoric.—Hill.
 Physical geography.—Maury.
 Reading.—
 Writing.—
 Singing.—

STATISTICAL.

Number of children June 30, 1890.....	2,163
Number of children registered in schools.....	940
Number of days schools in session.....	191
Number of teachers.....	17

GENERAL.

Since our present school system went into operation and within the last seven years we have raised by tax and expended over \$17,000 for sites and buildings for our primary schools. So rapid has been the increase of our school population and so urgent the demand for more school room, that the board of education deemed it wise to ask for another appropriation for building purposes. One of two courses was suggested: either to build another primary school, or a school edifice which would serve the double purpose of a primary and a high school. The latter was adopted. Accordingly at the charter election in 1889 they submitted to popular vote a proposition to appropriate \$30,000 for such purpose. That proposition did not receive approval, ostensibly on the ground "That the State had entered into an agreement and contract with the village to establish and support an academic department in the normal and training school located here, and to give all the children and youth of this village free instruction therein; that for this privilege the charter of the Cortlandville academy was surrendered, its real estate, library and apparatus conveyed to the State; and that the village, in addition to the above grants and concessions, obligated itself and did erect the present normal building according to plans and specification

furnished by the Department of Public Instruction at an expense of about \$90,000 and convey the same to the State;" that, therefore, the village should not be further burdened for more school buildings. So determined seemed to be public sentiment throughout the village as to the duty of the State under the contract above referred to, that the board did not deem it expedient to renew their efforts to build another school this year. We are, therefore, looking forward to the next Legislature for some measure of relief from our present embarrassed condition.

With all our schools filled to repletion and scores of children deprived of school privileges, the defeat of the proposition was, to say the least, discouraging. The settled conviction of the board was, however, that our course of study should be so extended as to enable pupils desiring an advanced course to enter an advanced class in the normal. Accordingly at the June, 1890, meeting of the board it decided to consolidate our seventh and eighth grades at our central school and extend the course of study one year.

The success of the experiment thus far has proved that the step taken was in the right direction. The school opened, has a seating capacity of seventy-seven and every seat taken. Greater room is afforded in the primary schools and a spirit of competition for the highest excellence is already felt in the high school.

Thanks are due to the principal and faculty of the normal school for courtesies shown and suggestions made in arranging our course of study to meet their requirements. It is expected that those pupils completing our course satisfactorily will be prepared to enter the C class of the academic course in the normal.

For a lack of room, which so greatly impedes our progress, I venture to suggest as a remedy:

First.— That the State enlarge its building and increase its facilities in accordance with its contract with the village; or

Second.— Reimburse the village by a liberal appropriation, to enable it to extend its work as an educator of its own children.

FLUSHING.

JOHN HOLLEY CLARK, *Superintendent.*

GENERAL.

There is but little which it seems important to add to the report made last year. Owing to unexpected difficulties in the way of beginning work, the new primary school-building is yet to be constructed. This, when completed, will furnish the larger and better accommodations which are greatly needed. It will undoubtedly be ready for occupancy at the opening of the next school year.

The attendance during the past year, both of resident and of non-resident pupils, was the largest on record. The number of residents enrolled was 930; of non-residents, eighty-five; total, 1,015. The average daily attendance of residents was 666; of non-residents, sixty-six; total, 732. The receipts from tuition of non-resident pupils were \$1,743.03, an increase of nearly \$1,000 in three years. The number

of pupils registered the first Wednesday of the present school year was 130 greater than at the corresponding date last year.

There has been marked progress in the thoroughness and efficiency of school work, bringing the pupils at an earlier period in the course than formerly to an equal degree of proficiency in study. Geography is with an increasing number of pupils now discontinued as a separate study at the end of the seventh year of the school curriculum, the end of the eighth year finding them qualified to pass the Regents' examination in the other preliminary subjects, and to enter the academic department in full standing. Three years in this department, with the one year of Latin allowed in the grammar department, are found sufficient for fitting such pupils for the best colleges, or for giving them a good preparation for business, although a wide range of subjects is provided which pupils are encouraged to pursue during a longer academic course of four or five years. In this vicinity there is an especially strong tendency on the part of boys to enter business while quite young. This fact, as well as the importance of enabling those who expect to take full collegiate and professional courses to enter college at a reasonably early age, furnishes urgent reason for providing a condensed but thorough course, in which, however, drawing, vocal music and elementary science are not neglected.

GROWTH.

The growth and progress of the academic department since it was received under the visitation of the Regents is indicated in a measure by the following table, which exhibits the number of Regents' credentials awarded to pupils of the high school, and also the number of academic scholars allowed by the Regents for each year:

YEAR.	College-entrance diplomas.	Academic diplomas.	Intermediate certificates.	Preliminary certificates.	Whole number of these credentials.	Academic scholars.
1876-77.....	5	8	7
1877-78.....	10	10	11
1878-79.....	11	11	17
1879-80.....	11	11	24
1880-81.....	1	1	9	11	14
1881-82.....	13	13	29
1882-83.....	2	2	18	22	29
1883-84.....	3	9	22	34	44
1884-85.....	5	3	20	28	43
1885-86.....	14	10	24	41
1886-87.....	3	16	27	46	57
1887-88.....	12	8	28	48	73
1888-89.....	8	19	32	59	77
1889-90.....	2	15	25	43	85	95

TRAINING CLASS.

Our teachers' training class was conducted with even greater success last year than the year before, all the members of the class, except one, obtaining the second-grade certificate. Most of them have secured good positions as teachers in the public schools of this county.

GENEVA.

W. H. VROOMAN, *Superintendent.*

SCHOOLS AND CLASSIFICATION.

The schools of Geneva are organized under a special act of the Legislature, passed April 15, 1853, incorporating the school, and authorizing the establishment of a classical department, subject to the visitation of the Regents of the University of the State of New York.

Our schools are taught in four different buildings, conveniently located, pleasantly situated and designated as the central or main building and branches. The schools are well graded and the courses of study closely allied to those of the best city schools. Our classification is primary, junior, intermediate or grammar and academic. The primary, junior and grammar school departments are each graded to a three years' course. The academic department has three courses of study known as the English, scientific and classical.

The number of teachers employed and teaching at the same time during the year ending July 26, 1890, was twenty-two. Of this number three hold State certificates and college diplomas, three normal school diplomas, and the remaining number, certificates from the school commissioner.

The school has a well selected library of 2,859 volumes, also a fine collection of corals, shells and geological specimens, but it is somewhat lacking in apparatus for the complete study of the physical sciences.

Music and drawing are under the direction of special teachers and are being successfully taught.

All our teachers are earnest and possess the tact and talent commensurate to their work.

The financial statement for the year ending July 26, 1890, is as follows, viz.:

RECEIPTS.

Cash balance on hand July 26, 1889.....	\$7,649 23
Raised by tax.....	11,395 77
Received from State apportionment.....	4,903 19
Received from literature fund.....	487 40
Received from non-resident pupils.....	626 50
	<hr/>
	\$25,062 09

EXPENDITURES.

Teachers' salaries.....	\$9,947 90
Fuel.....	642 51
Janitors' salaries.....	652 21
Site for school-house.....	750 00
Library.....	44 75
School apparatus.....	27 12
Repairs and insurance.....	421 89
Supplies.....	137 08
Clerk hire.....	50 00
	<hr/>
	\$12,673 46
Cash balance July 25, 1890.....	12,388 63
	<hr/>
	\$25,062 09

REGISTRY OF ATTENDANCE.

Pupils registered during the year.....	1,160
Average daily attendance.....	816
Whole number of children between 5 and 21 in district.....	2,036
Whole number of children attending private schools between 5 and 21 in district.....	437
Whole number of children not attending school between 5 and 21 in district.....	439

GLENS FALLS.

SHERMAN WILLIAMS, *Superintendent.*

Since the organization of our schools on the present plan in December, 1881, till the present, we have always had more pupils than we could comfortably accommodate. The attendance has grown more rapidly than the accommodations. In July last, however, an appropriation was voted for a new building to accommodate 600 children. Work has been begun on the building and it will be ready for use another year.

The attendance during the past year has not been as regular as usual owing to the "grippe" and other sickness. The number registered was larger than ever before.

The most prominent new feature in the year's work has been a systematic effort to build up and make use of our school library. This was so far successful as to lead the district to vote a liberal sum for carrying on and extending the work. Another year the experiment will have proceeded far enough to warrant some more extended report of it and the expression of some convictions. This feature of our work looks very promising now.

We have now in hand the matter of a thorough revision of our course of study and preparation of a manual for teachers' use. This must of necessity require at least two years, probably longer. It seems as though something of this kind might be done by the council of superintendents, and then modified by each one as the needs of his locality seemed to demand.

JOHNSTOWN.

WILLIAM S. SNYDER, *Superintendent.*

STATISTICAL.

Total enrollment	1,463
Average daily attendance.....	1,082
Percentage of attendance on total enrollment.....	74
Children of school age	2,091
Number of teachers	24
Total school expenses.....	\$48,438 17

With earnest teachers and a board of education devoted to the interests of the school, the future outlook is most encouraging; for it is the general sentiment that no feature is more influential to attract the people to our beautiful village than the maintenance of good schools.

During the past year but little change has been made, either in the methods of instruction or in the rules of management. Tardiness has been reduced to the minimum. The rod has not been forbidden but it has been discouraged, and I hope soon to be able to report that it has been laid aside as a relic of a past age.

Arbor Day was duly observed in all the buildings by appropriate exercises.

Form study and drawing will be regularly taught in all the grades of our school. A special teacher is employed to supervise the work.

Vocal music has become popularized in the school. Its influence for good is great. May it never be excluded from the public schools. The teachers meet once a month for drill in methods of teaching in vocal music, form study and drawing and upon such other subjects as the occasion may demand.

LANSINGBURGH.

EDWARD WAIT, *Superintendent.*

For the first time in five years we have sufficient school-room accommodations to properly supply the wants of the pupils. A new twelve-room building has been occupied, and all but one of the rooms filled although our average attendance was but seventy-three more than the year previous. By means of these increased facilities, our school-work has been improved, the health of pupils and teachers has been better, and more cheerfulness shown in all directions.

The average attendance for the past year was 1,227, which was seventy-two per cent of the registration, and a per cent of ninety-five on the average number on record. This includes attendance of kindergarten pupils as well as those of other grades. The cases of tardiness was twenty-seven per cent less, and the average attendance six and one-half per cent greater than the year previous. While our schools are well attended, yet there are many children between the ages of 5 and 14, who have not attended school a day in the past five years. In this respect we stand on an average with places of similar size. The matter of employing a truant officer and enforcing the truant laws are under consideration.

Our course of study embraces ten years, four in the primary, three in the intermediate, and three in the grammar grades. The last year's work is partially high school work, as the pupils in that grade are required to pass the Regents' examination in United States history, physiology and civil government, as well as the pre-academic studies. In all the primary and intermediate grades, language and composition work is emphasized, and technical grammar begins in the eighth grade. Some changes will be made in the course to meet the new requirements of the Regents' examination.

We are using Prang's models as a basis, and working in the direction of mechanical and industrial drawing. Aided by a special and competent teacher the pupils have made very satisfactory progress during the past two years. Our progress in the various studies has been favorable, and all of the tenth year grade passed the pre-academic examination, and nearly all passed in the other studies of that grade.

The past year a kindergarten was established in the new building, as part of our public school system, and was well attended. The results were so pleasing that a second one has been started at another school building.

For the past four years free text-books have been furnished, holding the pupils responsible for misuse and loss. The plan was successful from the start. The cost has averaged about forty cents per pupil, and the profit to the schools has been beyond all price.

The classes are ready for work the day school opens and recitations are made the same afternoon.

Teachers' meetings are held semi-monthly for the first six months, for the remainder of the year not so often. At these meetings are discussed methods and practice of teaching, manner of doing and presenting class work and general school economy. All say something and a definite conclusion is generally reached.

The past June a change was made in the manner of promotions. Before that time we had followed the usual custom of promoting on the result of examinations alone. During the past year it was announced to all classes, below the eighth grade, that those pupils who attended school with due regularity and whose daily lessons in each study were marked good by the teacher, and whose conduct was generally approved by teachers and principals, would be promoted at the end of the school year without an examination. Teachers and superintendent were more than pleased with the effect. Attendance increased; attention to study became marked; recitations improved and good conduct was the order. Without entering into any argument to show the wisdom of this plan I simply say the same way will be used for promoting the coming year.

LITTLE FALLS.

EDWIN E. ASHLEY, *Superintendent.*

In addition to the regular statistical and financial report forwarded to regular officer, I have great pleasure in submitting the following general report:

A DISADVANTAGE.

During the year we labored under the great disadvantage of having to contend with a contagious disease and of having to submit to an enforced idleness of several weeks, so that our school year was cut down to thirty-five weeks, although we kept "open house" till July third.

DRAWING.

During twenty-five weeks we introduced and gave an excellent start to industrial and free-hand drawing. Prang's system, by the aid of Miss Sargent, a teacher furnished us by the Prang Company, of Boston. Before this year, the drawing in the schools had been mere copying of other drawings and possessed no educational value whatever. To the present system the teachers bent every energy and thought and succeeded beyond my expectation, both as to their own advancement and as to the results obtained from the pupils and the interest awakened in them in the study. An exhibit of the work done was sent to Saratoga for display with others from other parts of the State, during the State Teachers' Association, and the commendation the work received was highly gratifying to us all.

GENERAL.

The work in other directions was well carried on, but we feel the need of professional training on part of teachers, and have tried in

part to supply it by engaging a normal graduate for one of our primary classes, and a former normal preceptress for preceptress in the academic department.

During the year we registered in the academic department ninety students, many of whom pursued the classical course, some with a view to entering college. The other departments, though fairly well patronized, should have had many more attendants, but we have no way of compelling attendance of care-naughts, nor attention of shiftless parents.

MALONE.

JOHN S. MCKAY, *Superintendent.*

ORGANIZATION.

The schools of this village are known as Franklin Academy and Malone graded schools. The academic department being under the exclusive supervision of the principal is not considered in this report. The graded schools cover the first eight years of work, each year corresponding to a grade. Each grade is divided into two classes, A and B, and promotions are made semi-annually. This plan, although not wholly free from objections, has decided advantages over the old one of yearly promotions, some of which are the following: 1. It furnishes a greater incentive to the pupil to steady and earnest effort. 2. It causes less loss to the pupil if he fails of promotion. 3. Less extra work is required of the teacher in bringing forward the slow pupils. 4. Transfers to lower classes are made with less disturbance. 5. Fitness for promotion is determined by the character of the daily class work considered in connection with the written monthly reviews and the general review at the close of the half year.

REGISTRATION AND ATTENDANCE.

Total school population for last year.....	1,958
Whole number registered	1,310
Average daily attendance	990
Percentage of attendance on total enrollment.....	76

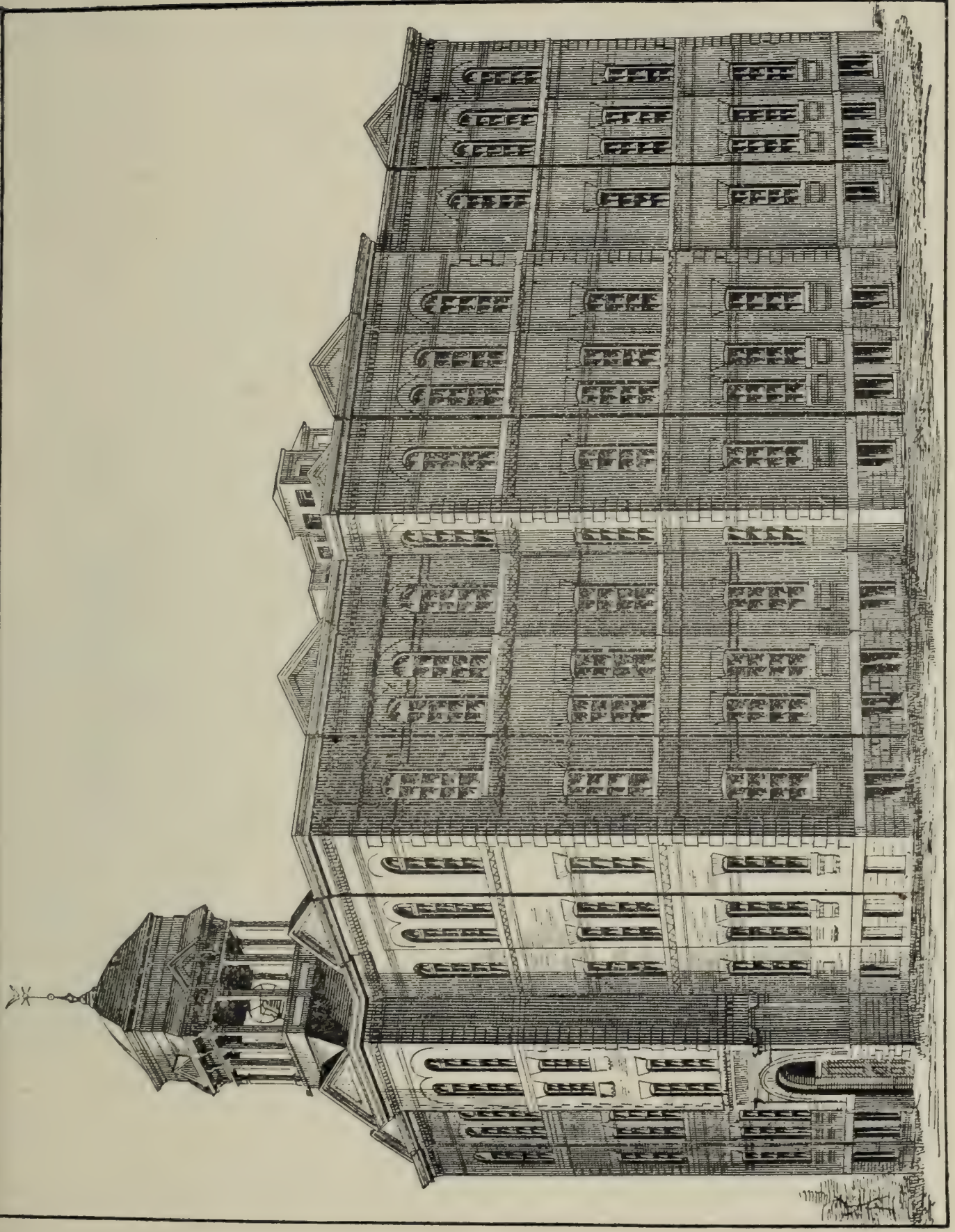
Making allowance for those registered in the academy, also for the fact that a large number of our pupils are very young, "just 5," when they enter school and that they can not endure the exposure to the inclement weather of our northern climate, allowing also for the unusual interruption of school-work the past year on account of sickness, the fact remains that truancy prevails to a serious extent, and that several hundred children of school age are not registered in our schools at all.

TEACHERS AND THEIR WORK.

There are twenty-one teachers employed in the grades besides a supervisor of drawing, one of music and a superintendent of grades. Five of these are normal graduates, fourteen of the remainder graduates of our academy. Although many have begun work with no special preparation except such as our teachers' classes have afforded, all have the professional spirit and are diligent in using the agencies within reach to develop into good teachers. Several are taking the examinations for State certificates, a fair proportion have attended



HIGH SCHOOL BUILDING, GLENS FALLS.



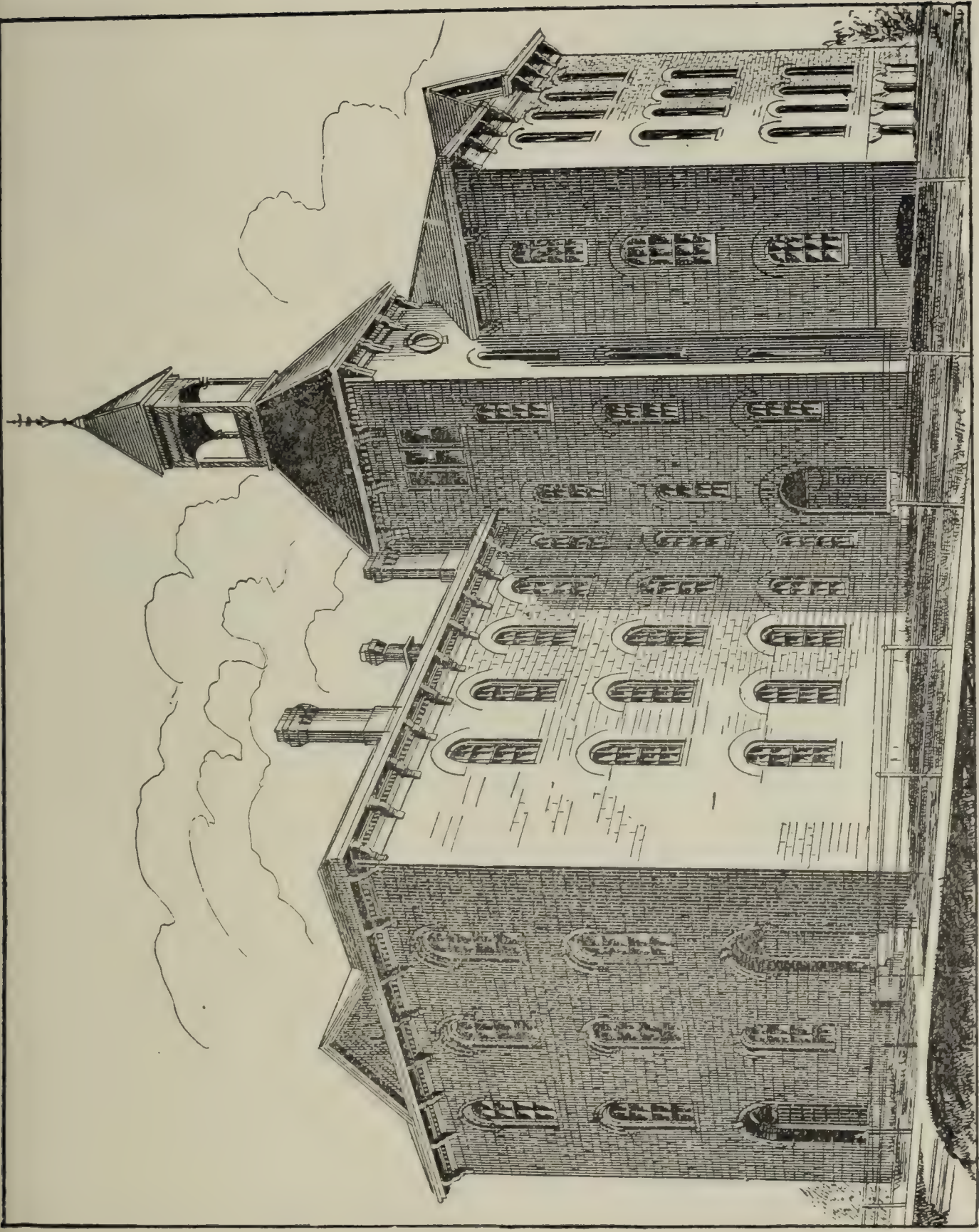
NEW SCHOOL BUILDING, JOHNSTOWN.



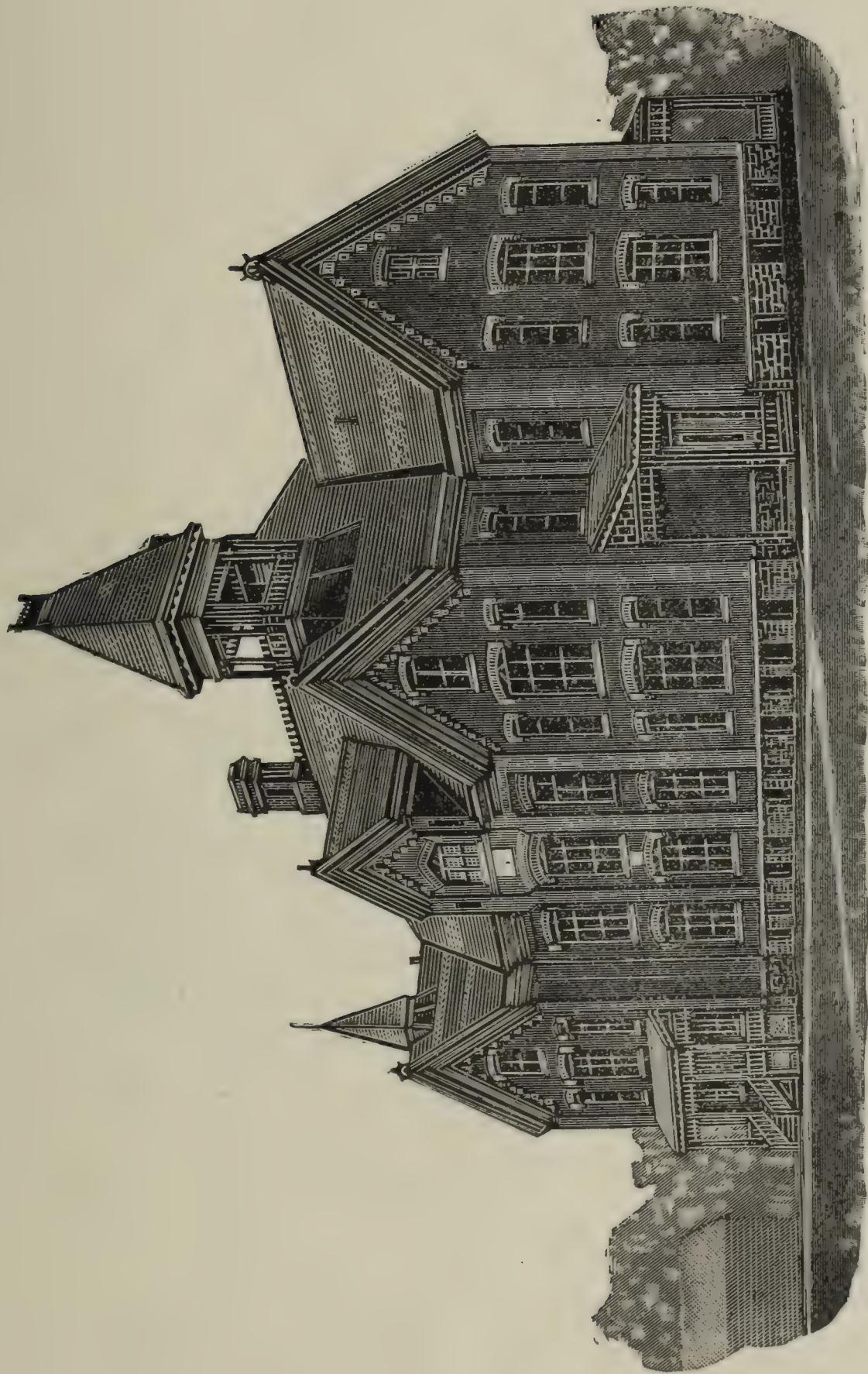
WARD SCHOOL, WESTERN DIVISION, LITTLE FALLS.



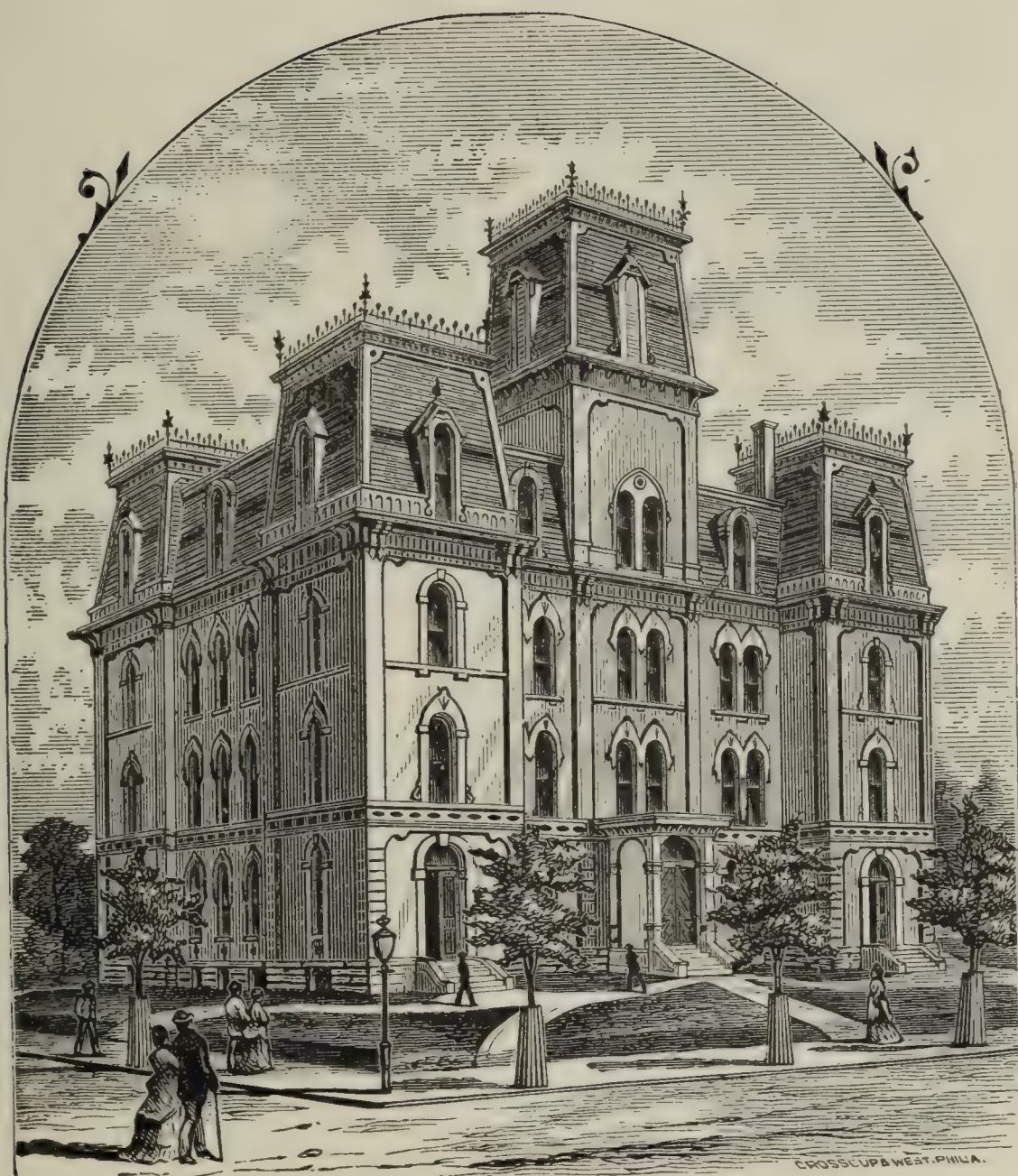
CENTRAL SCHOOL BUILDING, MALONE.



NIAGARA FALLS UNION SCHOOL.

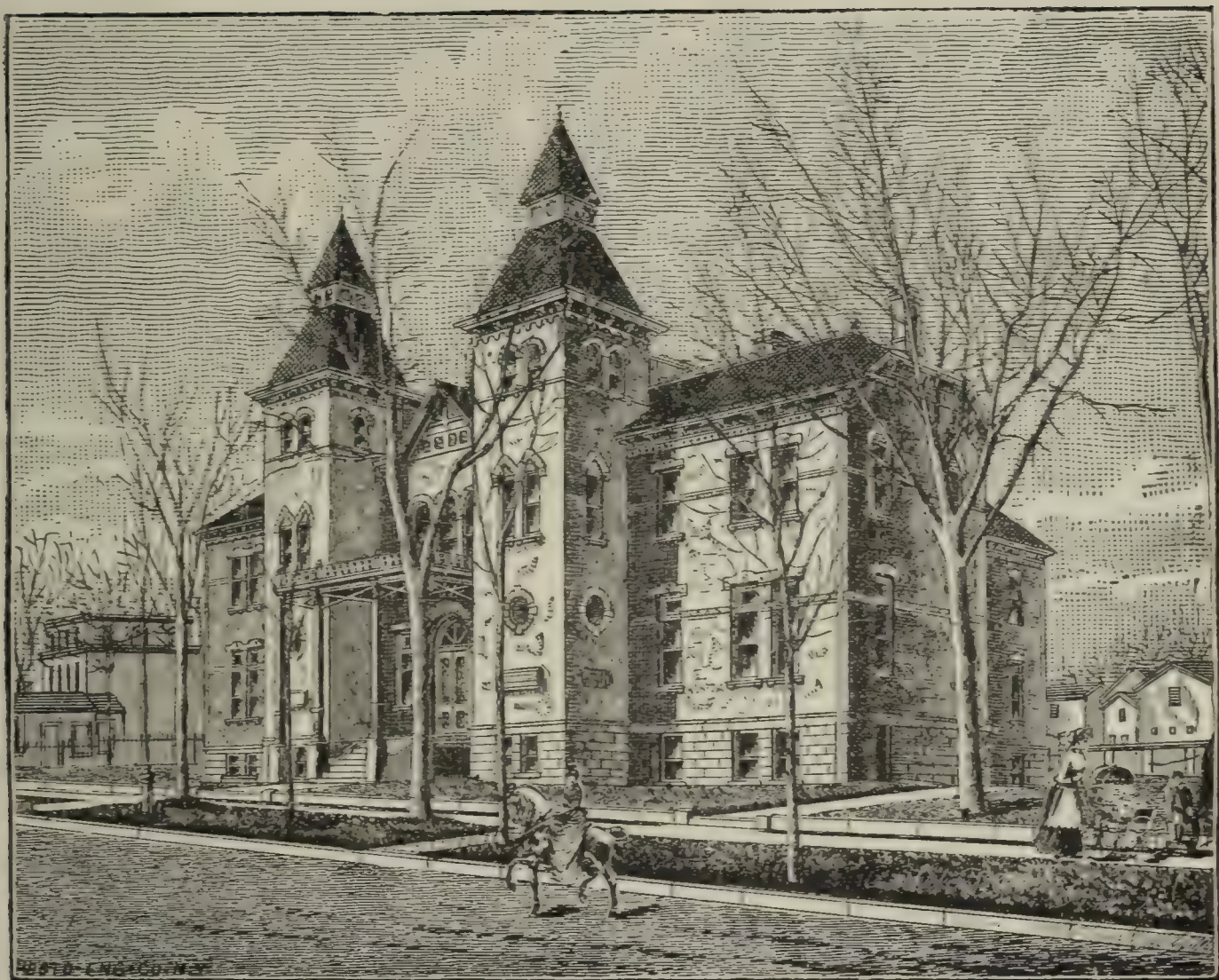


OWEGO FREE ACADEMY.



HIGH SCHOOL BUILDING, PLATTSBURGH.

LIBRARY
OF THE
BOSTON PUBLIC LIBRARY



HIGH SCHOOL BUILDING, SARATOGA SPRINGS.

LIBRARY
OF THE
UNIVERSITY OF CALIFORNIA

summer schools and all subscribe to one or more educational journals. A teachers' reading circle has accomplished much in the way of creating an interest in pedagogical literature.

Teachers' meetings are held regularly — a general meeting once in two weeks for the purpose of considering subjects of general interest; grade meetings each alternate week, at which times plans are presented for the work of the next two weeks. Criticism lessons with pupils are an important feature of these meetings.

A course of lessons in familiar science was introduced several years ago, the results of which have been most satisfactory. By their help an interest has been awakened in many dull pupils, which has gradually extended to general school-work. The tendency of these lessons to lead pupils to question the why of an operation, as well as to observe the facts, is of unmistakable value. Attention is given to the subject of physiology in all the intermediate grades. Yaggy's charts have added much to the thoroughness of this work. In the higher grades the structure and functions of different organs are often shown by dissections.

The wisdom of our school authorities in giving the subject of form study and drawing a place in our course of study equal in rank with other branches can not be questioned. Although in operation only during the past year it has succeeded in eliciting the hearty interest of teachers, pupils and patrons of the schools. Much attention has been given to integrating it with other subjects as it furnishes the best of material for number and language lessons. The educational value of the work is already apparent in the increased ability of the children to observe more accurately, think more clearly, and to express their thoughts more exactly. Much is expected of this work the coming year as it has recently been placed under the direct supervision of a lady admirably fitted for the work.

Holt's Normal Music Course has had a place in our schools for many years, most of the time in charge of a special teacher. The value of this work is no longer a mooted question. People are beginning to see that besides the voice training which the pupil receives it is worth its cost as a means of sense training and as an aid to wholesome discipline.

SCHOOL DISCIPLINE.

We are making steady improvement in our methods of discipline. Corporal punishment has not quite disappeared from our schools, yet the use of it has come to be generally understood as signifying incapacity on the part of the teacher. We are learning that it is best to form rightly, then it will not be necessary to reform. We aim to form right habits at the start by providing constant, healthful and varied employment. We believe that another aid of great value in developing the good and repressing the bad impulses is the memorizing of choice selections of prose and poetry. This exercise forms a part of each day's program in all our schools. None is more heartily enjoyed and we believe that the practice is sure to exert a strong influence for good on the future lives and characters of our children.

WHAT WE NEED.

1. The right to establish free kindergartens for the large number of little children who are seeking admission to our primary schools.

2. Free text-books—the necessary sequence to free schools—which would insure better work from the teacher, and a more connected and longer school life to the pupil.

3. A compulsory education law which shall put a stop to truancy, and which shall insist that every child shall at least acquire the rudiments of an education.

NIAGARA FALLS.

NATHANIEL L. BENHAM, *Superintendent*.

INTRODUCTION.

The Niagara Falls Union School District was organized under the general law in 1856, but it was not until 1885 that an academical department was established and placed under the visitation of the Regents of the University. Since that later date the course of instruction has been entirely revised. It provides for nine grades of primary and intermediate work before the academical department is reached, and three or four years in that department, according to the course for graduation.

The aim of the school is to provide the pupil with a good academic education or prepare him for college. Although the academical department has been organized but five years, the school has graduated two classes, the students obtaining the Regents' diploma before graduation; and its representatives can now be found in the higher institutions of learning.

SCHOOL BUILDINGS.

The school-houses consist of two three-story stone houses and one one-story brick house. These houses were constructed some years ago, and were then considered as very fair and well-arranged houses. Two years ago the main house was enlarged and rebuilt at an expense of over \$25,000. We have now one of the most commodious and well arranged school-houses in the State. It is ventilated and heated by the Smead-Ruttan system, and also has the dry closets. The workings of this system have been very successful, rendering the sanitary condition of the school excellent. The school is seated with single desks, so arranged that the pupils receive the light from the rear or left side.

REGISTRATION.

During the past year the registration has been 789, with an average daily attendance of 527.

The number of teachers employed was eighteen, in addition to the superintendent.

The amount expended for teachers' wages for the year was \$8,362.50, and for all other purposes \$12,194.62; this latter amount included \$3,212.50 for payment of principal and interest of bonds.

COURSES OF STUDY.

The courses of study are those recommended by the Regents of the University. In addition, there is a commercial course which prepares

pupils for actual business. Before a student can secure the diploma of this school, he must have received, or be entitled to receive, a Regents' diploma. Much attention is paid in the lower grades to the teaching of language and composition, and it is the chief desire of the management to make this a distinctively English school. While the advantages and benefits of the classics and sciences are not to be decried or withheld from anyone, all should have the ability to express themselves in a clear, concise manner, and be thoroughly acquainted with the history and literature of their own language.

WHAT GOOD MEN CAN DO.

Our school has been very fortunate in always having a board of education composed of good men in every respect, and who are thoroughly alive to its interests and welfare. The president of the board, Mr. James F. Trott, has served continuously as a member since the organization of the union school district and as a trustee of the old district for eight years previous, making in all a continuous service in the cause of education of forty-two years. This is a remarkable record, and while it may be excelled in this State, it has not yet come to the writer's knowledge.

TEACHERS.

Our teachers are earnest, capable and industrious, and while some have not had the benefits of professional training, they have made up that loss by diligent study and earnest work. They meet twice a month with the superintendent and discuss matters relating to their work and methods of teaching. During the past year the study of psychology has occupied their attention a portion of the time of the meeting, much to their advantage.

As a valuable aid to the cause of education there is a county teachers' association which meets three times a year. Our teachers always attend. This association has met regularly since 1856. While there may be other associations in the State whose date of organization is previous to ours, there is no other county association which can show an equal record. During all that time it has never failed to meet at the appointed time. The amount of good these associations do to teachers can not be overestimated. One can always designate the live, energetic teacher by knowing whether he attends these educational gatherings.

SUGGESTIONS.

It is to be regretted that the bill respecting compulsory education failed to become a law. It is sincerely hoped that the measure will be further agitated until something of the nature will be granted. One of the most important measures that should be adopted is that of free text-books, and I was much pleased to find that the State Department has been gathering the opinions of the commissioners on that subject. The advantages of that measure need not be set forth here. They are apparent to all who have investigated the subject. Let the agitation be kept up until text-books like desks are free.

ARBOR DAY.

Arbor Day was celebrated by most of the grades of our schools. A number of trees and shrubs were planted. The exercises consisted

of songs and recitations, etc. The academical department planted two trees, one dedicated to the president of the board and one to the class of '90. Much interest was shown by the pupils in these exercises. Our board has for many years encouraged the planting of trees, shrubs and flowers, and our school grounds have been filled and adorned with them, so our pupils easily took up the idea of Arbor Day.

In conclusion I would say that, on the whole, our schools have made much progress in the past year and I can not be but gratified at their advancement. Much room, however, still remains for improvement. We hope to make further and material progress during the coming year, and with that end in view teachers and scholars have both entered zealously into their work.

NORWICH.

E. W. GRIFFITH, *Superintendent.*

STATISTICAL.

Population of the village	5,181
Number of children of school age	1,357
Number of pupils registered during the year	1,036
Resident pupils	934
Foreign pupils	102
Average daily attendance	768
Number of school buildings	5
Number of teachers employed	20
Number of students reported in principal's schedule	116
Students graduated the past year	20

GENERAL.

Norwich academy was incorporated in 1843 and merged in Norwich Union School in 1873.

The generosity and intelligence of the people of the village are manifest in the erection of a high school building a year since at a cost of \$50,000. The courses of study, promotions and methods of grading correspond very closely with those of the best city schools. A kindergarten, partially under control of the board of education, prepares pupils for the work of the primary schools. Drawing and vocal music are introduced and extend throughout the entire course.

The corps of instructors contains an unusually large proportion of earnest, experienced and well-qualified teachers.

Through the liberality of the taxpayers and the efficient management of an excellent board of education the schools are well equipped with all needed furniture, apparatus, books of reference and other appliances.

OLEAN.

W. L. MACGOWAN, *Superintendent.*

[Report not received in time to appear in proper place. If received, it will be found at close of this Exhibit.]

ONEONTA.

N. N. BULL, *Superintendent*.

ATTENDANCE.

During the past year 1,019 scholars were enrolled in Oneonta Union School with an average daily attendance of 591. Eighteen teachers were regularly employed, also a teacher of music a part of the year. The opening of the Oneonta Normal School drew away a considerable number of pupils from the public school; the attendance was much lessened by the epidemic that so generally prevailed during the winter, aided by some cases of diphtheria. We are fortunate in having an earnest and efficient corps of teachers who have worked diligently and with good success for the advancement of their pupils. A large amount of attention has been given to drawing and penmanship. The training of the hand and arm in its relation to writing and drawing by proper exercises in movement has been made especially prominent.

BETTER ACCOMMODATIONS.

A small part of the primary and intermediate pupils in the district have been heretofore taught in a building located near the yards and shops of the Delaware and Hudson Railroad Company. The location is not good; the noise arising from the work about the railroad yards interfering often greatly with the school; besides, the sanitary conditions of the grounds are bad. At the last annual meeting it was voted to dispose of that property, purchase a new site, and as soon as practicable erect a new building thereon better adapted to the purpose. In accordance therewith a fine lot has been purchased, well located, and if nothing unforeseen prevents a new school building, creditable to the district, will soon be erected.

ARBOR DAY.

Arbor Day was celebrated this year with appropriate exercises and the planting of a tree, a white oak being the selection. A great amount of interest was manifested by the children in the exercises, especially in the canvass for the State flower. The establishment of no recent observance is more filled with promise for future good than Arbor Day.

We have spent considerable time and labor for some years past in the effort to beautify our school grounds by laying-out lawns and beds for flowers. We think the effect produced has in many ways much more than paid the cost and trouble. Most, if not all, children have an instinctive love of the beautiful. When this faculty is awakened it becomes an educational force of great power. Under its influence children are more amenable to discipline and instruction, and less liable to be harmed by bad associations; it helps greatly to bring out the good and to repress the evil, to refine and render pure the heart and life.

Our grounds are protected by no fences or bars of any kind. The question is often asked: Where there are so many children, how can they be kept off the lawns? The children have learned to love them; they are sacred almost in their eyes.

In the great problem of the education of children no means should be neglected that may help in its final solution, which has been so tersely and vigorously expressed by our honored superintendent: "The making of the boys and girls into manly men and womanly women."

OWEGO.

EDWIN P. RECORDON, *Superintendent.*

GENERAL.

The schools of Owego consist of thirteen grades. Promotions are made annually in June. The course of study covers a period of thirteen years, though individual promotions are made at any time as the interests of pupils may require.

In the academy two courses of study of four years each have been adopted; the literary and scientific course and the classical course. These have been carefully designed to fit young men and women for business pursuits, for the leading courses of the best colleges and universities as well as for teaching.

In addition to the regular requirements for college entrance much attention is given to sight reading and translation, prose composition, both in Latin and Greek, the elements of classical philology, classical geography and antiquities, and the reading of history collateral with the class work.

In this course, at least two years study of Latin, or German, or French is required. Advanced work in science and mathematics may be taken by those desiring a strictly English course, in place of the language study.

For those desiring to become teachers, a full course of instruction, both in methods and subject-matter is provided in accordance with the conditions and requirements of the Department of Public Instruction. Thorough, systematic and scholarly training is given enabling students to secure the certificate of the State Uniform Examination, as well as the State Certificate. Each member of the training class will have ample opportunity for practice work in the various grades of the schools under the supervision of competent teachers, and under the direction and criticism of the teacher of methods.

The regular examinations of the academy occur at the completion of each subject, and at such other times as the principal shall direct.

The Regents' examinations are required in all subjects, but are allowed only to those who have done satisfactory class work.

Following are a few statistics:

Number of buildings.....	6
Number of teachers 1889-90	27
Number of pupils resident.....	816
Number of pupils non-resident ..	89
Number of preparatory academic students.....	30
Number of academic students	168
Number studying Latin	98
Number studying Greek	21
Number studying German	16
Number studying French.....	6
Number studying English only	54

The academic teachers are: E. J. Peck, A. M., Principal, Classics.
Miss R Marguerite Gilbert, A. B., Preceptress, Modern Languages, Mental and Moral Science and English Literature.

John Winthrop Cook, A. B., Mathematics and Science.

Miss E. Jennie Steele, Mathematics, Method of Teaching, History and Rhetoric.

Miss Sue L. LaMonte, History and Civil Government.

Miss Anna W. Abel, Preparatory.

In all grades below the academic, music and industrial drawing are taught by competent instructors. The course of study does not differ materially from that generally employed in graded schools.

PLATTSBURGH.

GEORGE J. McANDREW, *Superintendent*.

As this report covers no portion of the time during which I have been superintendent of the schools, I can give only such facts and data regarding their condition and what has been accomplished in them during the year, as I find available at the beginning of the fall term.

The year has evidently been one of progress. More pupils were enrolled than ever before, and the interest of the parents in the schools as well as the enthusiasm of the teachers for their duties seems to have been unusually encouraging. The work has gone on harmoniously and with good progress.

BUILDINGS.

There are six buildings used for school purposes in the district. They are all comfortable and in good repair, except in one or two cases, where, like many school-buildings of ancient date, too little attention was given to lighting and ventilation in their structure. However, there is very much to commend in the liberality with which this community has provided ample accommodations for a large school population. The extension of the Elizabeth street school-building so as to add two pleasant and well lighted rooms, has been a great gain to that district which has hitherto been but scantily provided with proper school facilities and accommodations.

BOOKS AND APPARATUS.

It is to be regretted that some of the schools are not better provided with interesting reading matter and pictures. Books are a prime necessity in public school education. In private schools and other expensive systems of education, where the teacher's individuality can be more prominent, they are, perhaps, of less importance than in the public schools. In the homes of a very large portion of the pupils, there are few or no books and papers adapted to children, and with nothing better to invite their attention, there is little wonder that they find attraction in the flashily illustrated cheap story paper or the yellow-covered literature so freely circulated everywhere. The school should be a literary center in every district, and should offer a variety of the choicest reading to parents and pupils alike, and through the teacher, intelligent guidance in the choosing thereof. The need of a larger school library or of a public library, particularly by the pupils of the high school is keenly felt. With no other resources than the meager collection of books in the high school, the

teachers find it difficult to encourage work in any line outside the text-books, since the materials for independent thought and opinion are not at hand. No greater boon could be conferred upon the schools and the people of Plattsburgh than a well selected public library and reading-room centrally located and accessible to all.

DRAWING AND MANUAL TRAINING.

Recognizing the fact that the child is more than an *intellectual* being, some provision has been made for manual training in our schools. Drawing, from study, clay and sand modeling, stick laying, paper cutting and pasting have been successfully pursued during the year. One obstacle which has been presented is gradually being removed. It is the difficulty with which teachers understand the plan and scope of the work — the failure to recognize manual training as an *element* in every normal course of study. The deep-rooted notion that book learning only is education, and that manual training is some “attachment,” no doubt works great injury to the true welfare of the schools. At present, however, there is a growing demand for an extension of manual training to tool-work, sewing, cooking, etc. The problem of how to meet this demand is yet to be solved.

HIGH SCHOOL.

In the work of this department our citizens take a just pride. At the end of the year one of the largest classes in the history of the school was graduated. Teachers' classes were instructed during the fall and spring terms. The size of the school, considering many circumstances which tend to discourage numbers, indicates alike the high repute in which the school is held and the faithfulness with which the teachers performed their duties. The tuition which, under the statutes of the old academy board, is charged to all resident pupils, although not perhaps a great sum for a single pupil, is, nevertheless, a serious burden to poor people with large families of children to educate. Outside of the cost of tuition, the expenses for food, clothing, books and incidentals in the high school is much greater than in the schools of the lower grades, and when this is the only department of the public schools which is not free to residents of the district, there is left little room for doubt as to the reason why so many pupils are withdrawn from school after they have passed from the eighth grade, where the high school work begins.

TEACHERS' INSTITUTE.

The institute was held in May, this year, and was under the direction of Dr. Samuel H. Albro, whose reputation as a popular and successful institute conductor met with no exception here. An evening lecture of great interest was given by Dr. Albro on the treatment of the problem of Indian education, and lectures were also delivered by Dr. Stowell, principal of the Potsdam Normal School, and by Dr. King. Of the value and suggestiveness of the institute work there is uniformly favorable testimony. It is, however, a feeling quite general among the teachers in this locality that greater lasting good would result if the institute could be held earlier in the year instead of near the close of the summer term, when the teachers are worn with the work of the previous term, and when there is little oppor-

tunity to put immediately in practice the helpful plans, methods and principles there suggested.

SCHOOL ATTENDANCE.

The accompanying statistics on the subject of absence and tardiness show a very creditable condition of affairs in these respects. So few cases of tardiness imply great loyalty to the schools and devotion to duty on the part of the pupils registered and in the schools. Yet there is quite a considerable number every year, who are not registered in any school and who through the negligence and indifference of parents are allowed to roam the streets in idleness. Nothing but compulsion can ever reach this class. It may be said that even this is not wholly effective but it should be remembered that the wholesome fear inspired by a strictly and wisely enforced truant law has *indirectly* a powerful effect in reducing this evil. Such a law is needed here. There can be no question about the right and the duty of the authorities to interfere with what constitutes a preparation for every kind of vice, and poverty, wretchedness, pauperism and crime.

FINANCIAL.

Receipts.

Balance in treasury August, 1889	\$3,092 95
Raised by local tax	12,707 05
From tuition.....	1,408 80
State apportionment	7,693 54
From sale of school bonds.....	2,025 00
Hall rent	26 50
	<hr/>
	\$26,953 84

Expenditures.

Payment of school bonds and interest	\$5,163 74
Teachers' salaries.....	14,010 75
Repairs and furniture and janitors' salaries	1,705 74
Contract for extension of Elizabeth street school.....	2,275 00
Printing, school supplies and library	610 61
Miscellaneous expenses	1,912 01
Balance on hand August, 1890	1,275 99
	<hr/>
	\$26,953 84

SCHOOL STATISTICS.

Total population.....	7,140
Of school age	2,418
Whole number registered	1,502
Average attendance.....	1,065
Number of teachers.....	33

The following table shows the attendance and tardiness for the past nine years :

	Average attend- ance.	Cases of tardiness.	Cases of tardiness per pupil.
1881-2.....	887	4,035	4.7
1882-3.....	893	1,812	2.3
1883-4.....	910	840	0.9
1884-5.....	941	547	0.6
1885-6.....	920	476	0.5
1886-7.....	949	400	0.4
1887-8.....	998	347	0.3
1888-9.....	1,072	446	0.4
1889-90.....	1,065	399	0.4

SARATOGA SPRINGS.

E. N. JONES, *Superintendent.*

REGISTRATION.

The total enrollment of pupils in the schools of this village for the past year was 2,271, and the average daily attendance was 1,522. The average membership of the schools was 1,648 and the per cent of attendance, ninety-two. The number of teachers employed was forty-seven, and the average attendance of pupils to a teacher, exclusive of special teachers and the high school, was thirty-six.

BUILDINGS.

The new building which was in process of construction at the date of the last report was completed and occupied December 9, 1889. It has proved to be in every way admirably adapted to the needs of the school. A new building on Beekman street, capable of accommodating 600 pupils was begun early in July and will be completed so as to be occupied January 1, 1891. It is a brick structure, two stories high, containing ten school-rooms and one large recitation-room. It will be heated by the Ruttan-Smead system, and will be well lighted and ventilated. Measures have been adopted to remedy the defective ventilation of school No. 7, on York avenue, and similar action will doubtless be taken soon with reference to schools Nos. 2 and 4, both of which are very defective in these important particulars.

HIGH SCHOOL.

The courses of study for the high school have recently been revised and improved. Hereafter no diploma will be given unless a four years' course is completed. The Regents' advanced examinations will be held but once a year, in June, and the preliminary examinations but twice a year. This will tend to diminish the unduly magnified importance which these examinations have held in the minds of the pupils and parents.

PATRIOTIC EDUCATION.

During the year our schools have caught the spirit of patriotism so generally prevalent throughout the land, and as a result each school in the village has been provided with a national flag purchased with money contributed by pupils and others. In addition to this, a number of smaller flags were donated to the school by the local G. A. R. post for use in the school-rooms, so that the opening exercises each morning consist of patriotic, as well as devotional exercises.

TRAINING CLASS.

We have maintained during the past year, as for the five years preceding, a teachers' training class, the purpose of which is to provide our schools with professionally trained teachers. The class numbered but six members, so that we were unable to secure any financial aid from the State. Each member of the class was a graduate of our high school which insures the necessary scholastic attainments. The course of study for the training class covers an entire year's work, and in addition to the professional study prescribed the members are

required to do actual work in the management and instruction of classes, under the inspection and criticism of the training teacher.

TEACHERS.

The teaching force in our schools will, I am confident, compare favorably in point of ability, earnestness and professional enthusiasm with any body of village teachers to be found anywhere in the State. Of the forty-eight teachers appointed for the ensuing year, four are holders of State certificates, eight are normal school graduates, twenty-five hold the uniform certificate of the first-grade, and eleven hold the uniform certificate of the second-grade. Of the latter class most if not all will hold the first-grade certificate so soon as they shall have had the requisite experience in teaching.

SENECA FALLS.

A. C. McLACHLAN, *Superintendent*.

During the year ending July 25, 1890, a new course of study was introduced into our schools. The course was prepared after carefully studying the work done in many excellent schools and after consulting with many prominent educators. The object in view in its preparation was to provide a course which, in its operation, would establish correct habits of work and be in accord with the best known laws of mental development. In this course no doubtful places were assigned to music and drawing.

A superintendent was employed for the first time to devote his whole attention to the supervision of the work.

So much was new in work and methods that some of our most faithful teachers encountered difficulties at first, some of our pupils became a little restive and some of our citizens were somewhat inclined to criticise. Persevering quietly, however, in our undertaking, we demonstrated at last the wisdom of the course, and now we have the satisfaction of knowing that we have established methods of work such as are approved by the best educators in our country.

Believing that good reading is the key to successful work in every branch of study, we gave, during the year, more than usual attention to reading in the primary grades. An earnest effort was made to teach the pupils to read by the "sentence method," as by this method, we think, the mind is given a stronger grasp of thoughts. Considerable supplementary reading matter was furnished for the use of the lower grades. Now every child is enabled to read four first readers and two second readers.

Mental arithmetic has been fully restored to its place in our schools, from which it had been almost expelled. We regard mental arithmetic as an invaluable means of intellectual development. The discipline which it affords, we believe, far surpasses that which comes to the mind when calculations are made easy by the use of crayon or pencil. At least one-third of the time allowed for each recitation in arithmetic was devoted to mental work. The examinations given in arithmetic during the year were largely made up of mental problems.

In these examinations the pupils were allowed a reasonable length of time for their computations but they were allowed to use pencils only for numbering the problems and recording their answers.

The work in language was done carefully in every grade with very gratifying results. Taught according to modern methods, children love this subject which, under the old methods, they hated so thoroughly. Parsing holds a much smaller place now than it formerly held in our school, and analysis is yielding more and more to synthesis in language work.

Early in the year Professor H. Leib, of Boston, gave a series of five lectures before our teachers on the proper use of the vocal organs in reading and speaking. This, together with a requirement already made that each teacher should make a list of the words heard mispronounced in her room and frequently review it with her class, resulted in a decided improvement throughout the schools in articulation, enunciation and pronunciation.

Our course of study prescribes that each pupil shall declaim or recite at least once a month throughout the school year. In complying with this requirement it was found that pupils would not always make good selections. A committee was, therefore, appointed to make a number of selections suitable to each grade. From the selections made by the committee certain ones were prescribed for each month of the school year. By this plan each pupil is required to learn each year ten selections taken from the best English and American writers. This continued for a number of years will afford no mean education in itself.

During the past year we have endeavored to teach geography more as a science than we had done before. We constantly strove to point out to pupils *causes* and required them to give, without any attempt at memorizing, the natural effects. History was associated as much as possible with the study. Books of travel were furnished and read. Pictures and charts were employed. Imaginary journeys were taken and the subject was thus made very interesting and profitable.

Our work in penmanship has not been altogether satisfactory. So much writing is required in the lower grades of the school that it is not easy to hold the pupils steadily to correct movement and position, and so habits are formed which are difficult to overcome. We endeavored to introduce the system which has lately proved so successful in the Syracuse schools, but we were not altogether pleased with the results. We would like to have some good educator help us out of our trouble. We could teach the system easily, if our pupils were to do no writing except what they do during the hour for writing, but writing much at other times, and forgetting movement and position, they lose as rapidly as they gain.

During the year we reduced the number of our regular examinations one-half. Our examinations are now semi-annual instead of quarterly. We also adopted the Regents' plan of two examinations yearly instead of three. We are pleased with the results.

Twenty-three students graduated from our academy in June. The size of the class and the standard of scholarship attained were, we think, in a high degree creditable to the school.

There are many children of school age in our village that do not attend school, and we are not able to enforce their attendance. We

hope that the time is not far distant when means sufficient will be afforded to accomplish this.

Altogether, our schools for the year have made progress and enjoyed a fair measure of prosperity.

SING SING.

J. IRVING GORTON, *Superintendent.*

Our schools have done good work during the year, and there has been an evident increase of interest on the part of the pupils. We have begun the study of German in the three highest classes, and fair progress has been made in it.

We have not the free text-book system, but books and all school material are sold to the pupils at cost.

On entering our new school building in September, 1889, we tried the experiment of making no division between the play-grounds of the boys and girls, and having the sexes enter and leave the building by the same entrances. We have watched the matter very carefully, but no difficulties have arisen, nor has any objection whatever been found to the arrangement. On the contrary, it has been manifestly beneficial to both sexes. It should be borne in mind, however, that we have a play-ground of more than two acres immediately in front of the building, and that our closets are entirely within the building in the basement.

In February last we made an addition of 1,535 volumes to our public library, which is kept in the office of the superintendent at the Park school, making the whole number of volumes 2,558. Since that time there has been a great increase in the use of the books, 2,824 volumes having been drawn out for reading between February eighteenth and July first.

While we have comparatively little to complain of, as regards non-attendance, truancy or irregularity, we still think that a compulsory education law is needed, and hope that efforts to secure a satisfactory one will not be relaxed.

My experience of teachers' institutes has been long and varied. While I think the institute, as usually conducted, a very crude and imperfect affair, illustrating to the full Pope's lines —

In human works, though labored on with pain,
A thousand movements scarce one purpose gain.

Yet there does not seem to have been anything found as yet that will adequately take its place, for young and inexperienced teachers. But those teachers who have had from ten to forty years' experience in their work, and have attended a teachers' institute nearly or quite every year, who take and read several educational journals, who attend teachers' associations two or three times during the year, who have two days' leave of absence during each year to visit other schools, who attend teachers' meetings every fortnight, who are in daily intercourse with from ten to twenty other earnest teachers, and who have the assistance and supervision of a competent principal or

superintendent — that such teachers should be compelled to continue their attendance at an annual institute seems unnecessary. And it is very costly. The cash cost to the village of Sing Sing of the institute this year, in salaries and expenses, was \$420.99. Of this amount the sum of \$282.32 was for regular salaries for institute week. To be sure this sum would still have been paid if the schools had not been closed during that week, but the pupils would have enjoyed the benefits of one more week of instruction. I know that the theory is, that the teaching during the remaining weeks of the school year will be enough better, by reason of the institute training, to more than make up for the loss of that time. But I am satisfied that it is not so with us, and every one of our teachers is of the same opinion. For these reasons I am of the opinion that the teachers in our larger graded schools should be exempted from compulsory attendance at institutes, and I very earnestly hope that the effort made in that direction last winter may be renewed, and that a law to that effect may be enacted at the next session of the Legislature.

WATERFORD.

HARLOW H. LOOMIS, *Superintendent*.

TEACHERS' MEETING.

Teachers' meetings are held once a week. General subjects of education and the particular needs of our schools are there discussed. We are at present taking a course in psychology. The influences of these meetings are helpful. If the results seem meager, I hold myself largely to blame.

ATTENDANCE.

We can not with pride point to our attendance. The industries of our town are of such a character that many leave at an early age to seek employment. Again, there are a large number of parents indifferent as to the education of their children. Such children are irregular in their attendance. There are a great many children on our streets who should be in school. There are two parochial schools in our district of which I know but little. It is impossible for me to give the per cent of children who do not attend any school. However, I am satisfied that the number is much larger than it ought to be. We would hail with enthusiasm a law that would compel attendance.

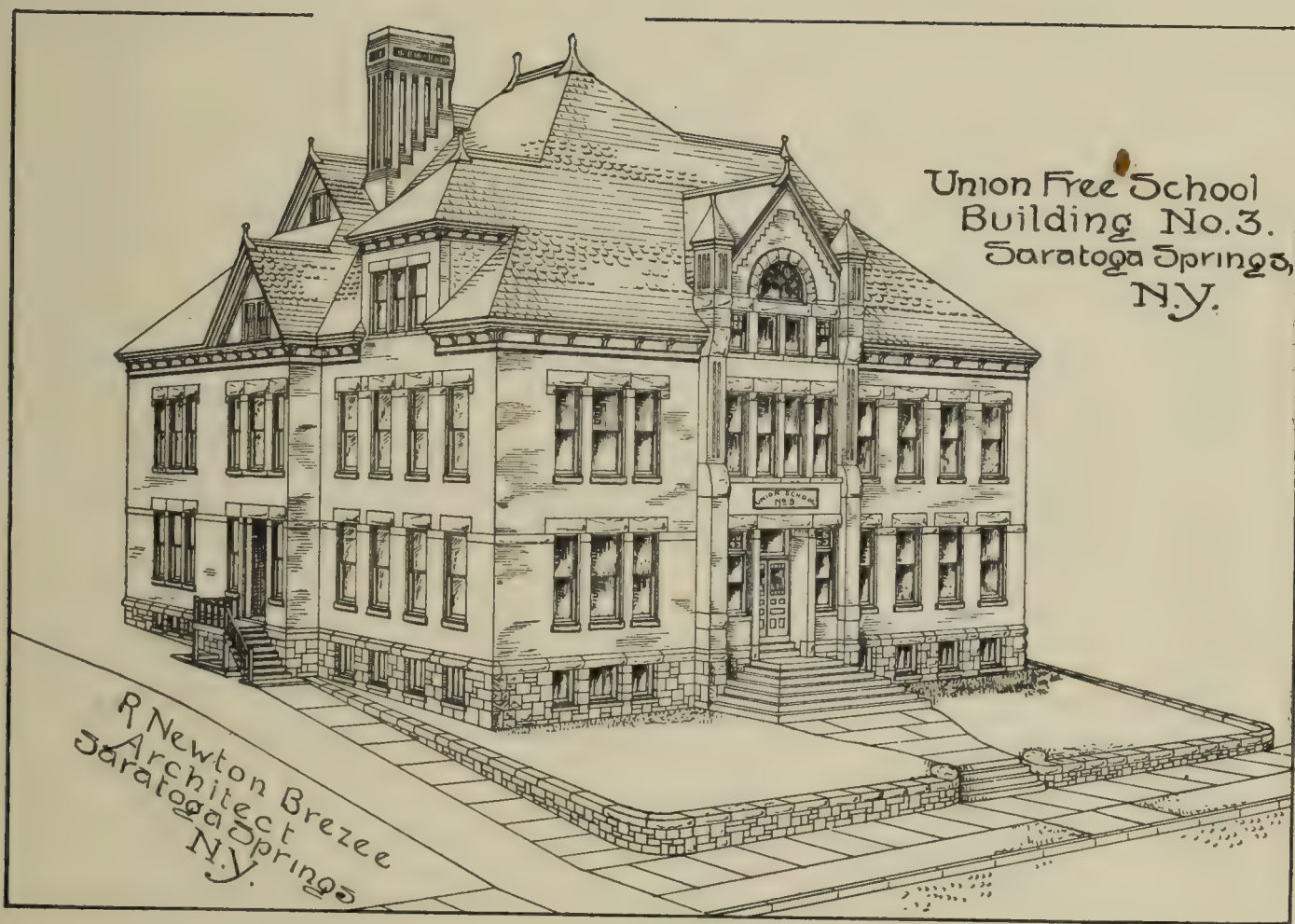
COURSE OF STUDY.

The course of study has been carefully revised and in our opinion meets very nearly the wants of our pupils. In two particulars we are sadly deficient. Our teachers make no pretensions of being qualified to teach drawing and music, hence these studies are seriously neglected. We hope to remedy these defects in the near future by employing a special teacher for these subjects. Below the high school there are eight grades. A pupil is admitted to the high school upon passing the Regents' examination for the preliminary certificate. The high school curriculum embraces the studies requisite to obtain

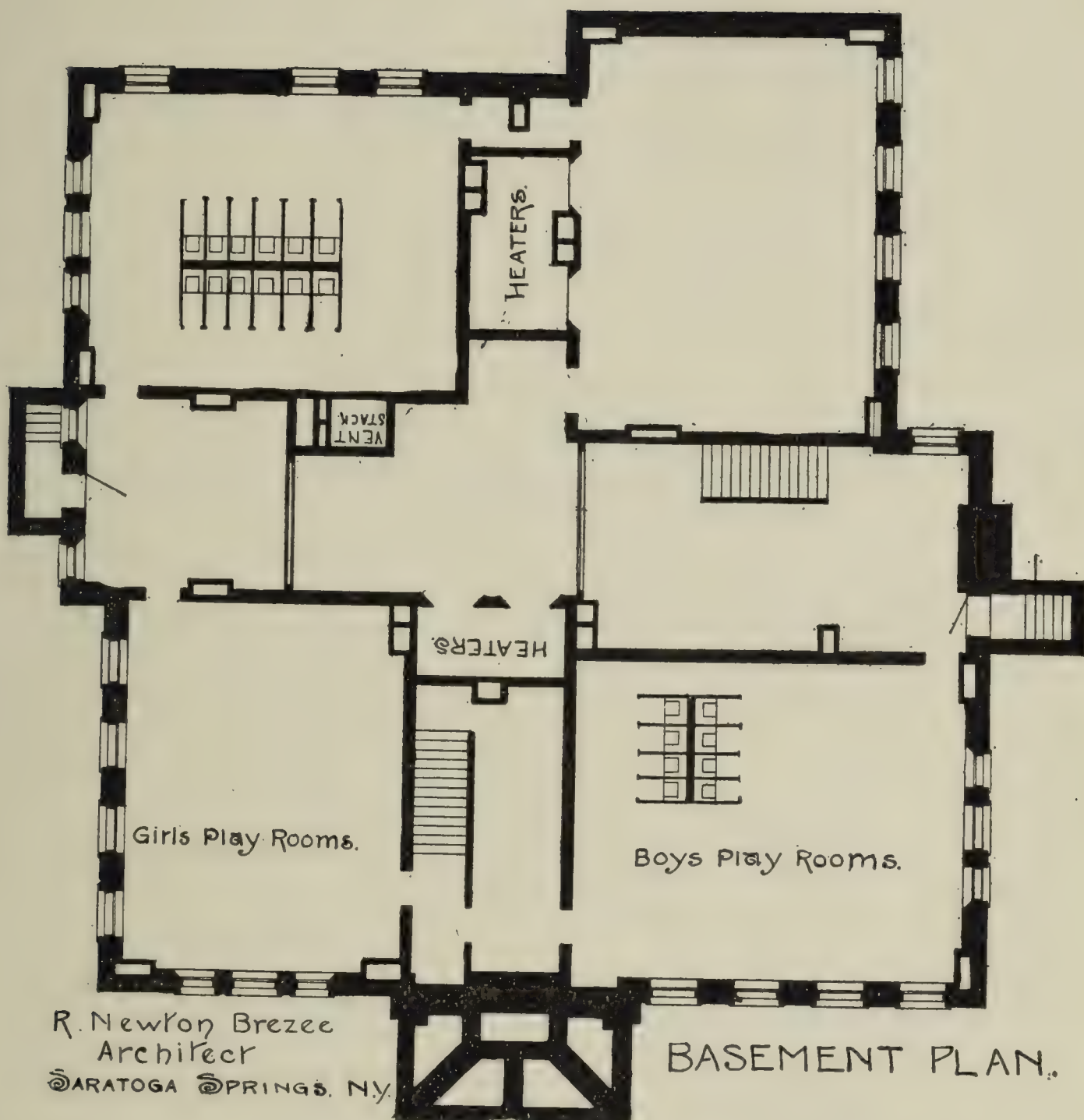
the several diplomas given by the Regents. To do this work requires from three to four years, according to the ability of the pupil. A Regents' diploma is required for graduation. Particular attention has been given to the subject of language and spelling. From the time a pupil enters the primary grade, up to the time of graduation, quite a portion of his time is employed in writing and spelling the English language. Literature and history are made very prominent as we firmly believe these studies are conducive to broad culture and serious thought. We are making great efforts that our boys and girls may leave our schools imbued with a taste for good literature. To accomplish this purpose the books in our public library are carefully selected and supplementary reading of an excellent character has been introduced through all the grades.

MISCELLANEOUS.

Education in Waterford is in a progressive state. Public interest and pride has been aroused to a high degree. The last few years have been marked by many changes for the better. The teaching force has been increased and salaries advanced. Old buildings have been repaired and made thoroughly comfortable. There is in course of erection a building which will cost \$40,000. It will be by all odds the handsomest in architectural appearance and the best equipped for school work of any building within a considerable radius. There is apparently an earnest desire on the part of our people to meet all the needs of popular education.

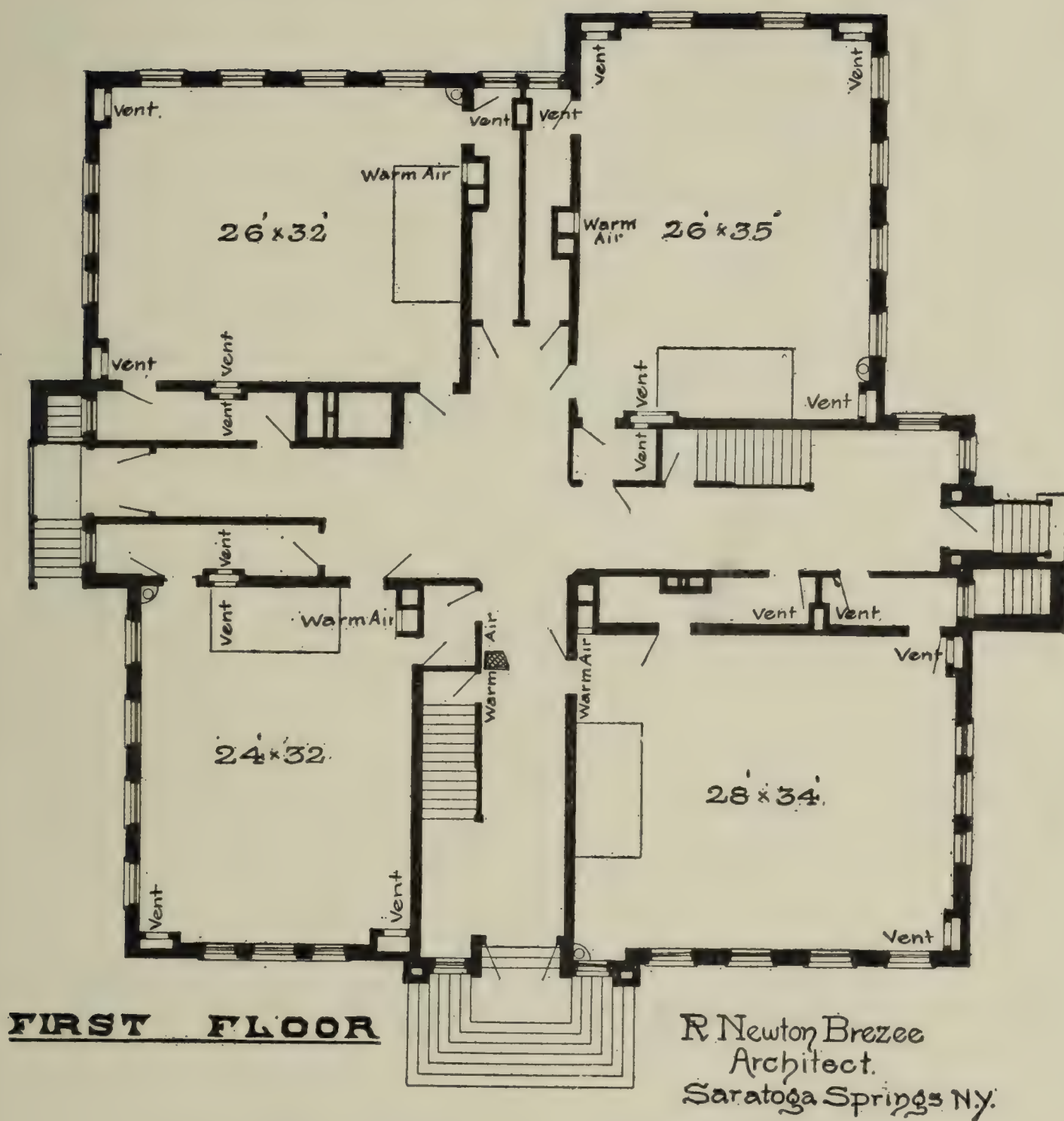


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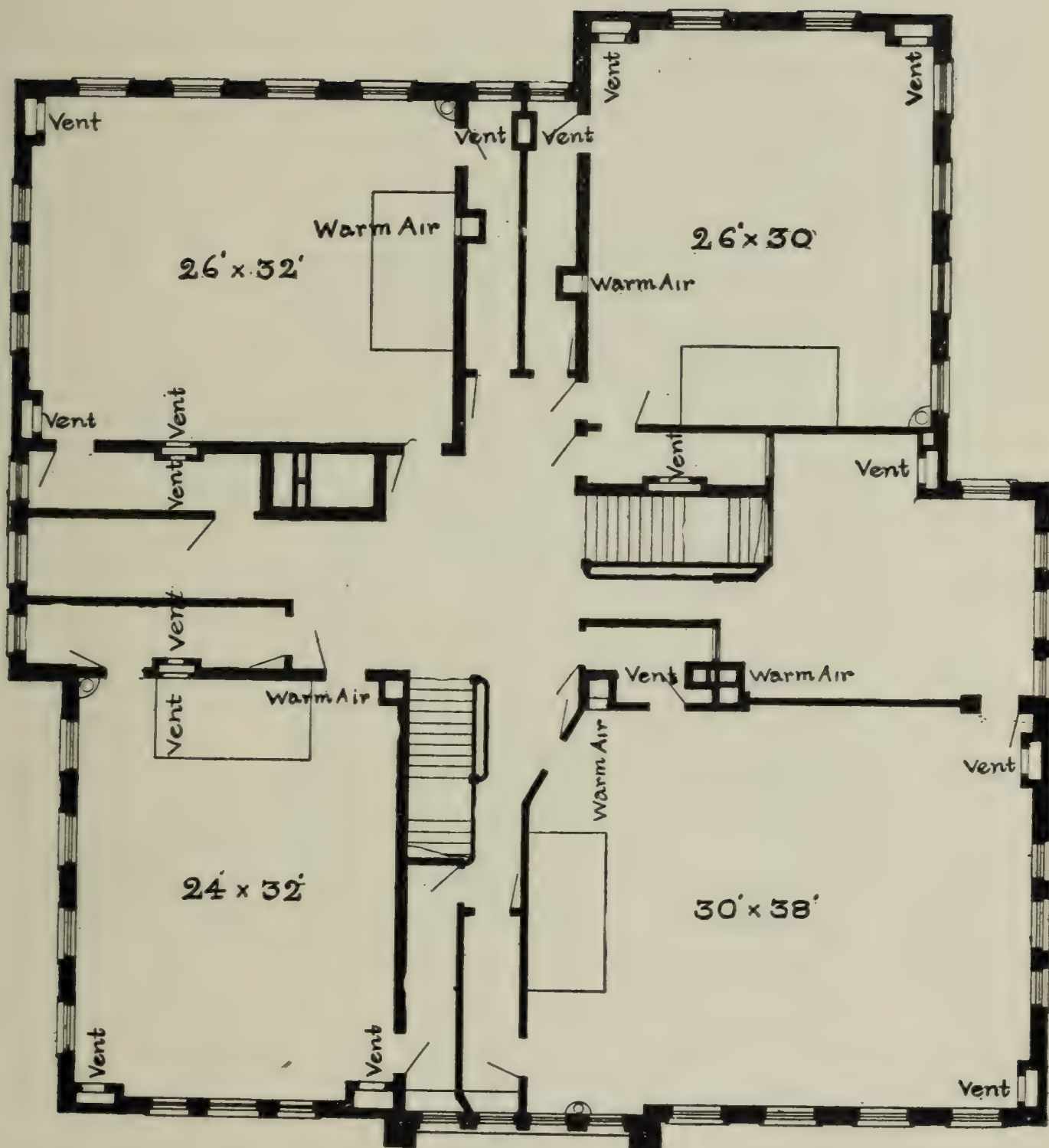


UNION FREE SCHOOL No 3, SARATOGA SPRINGS.

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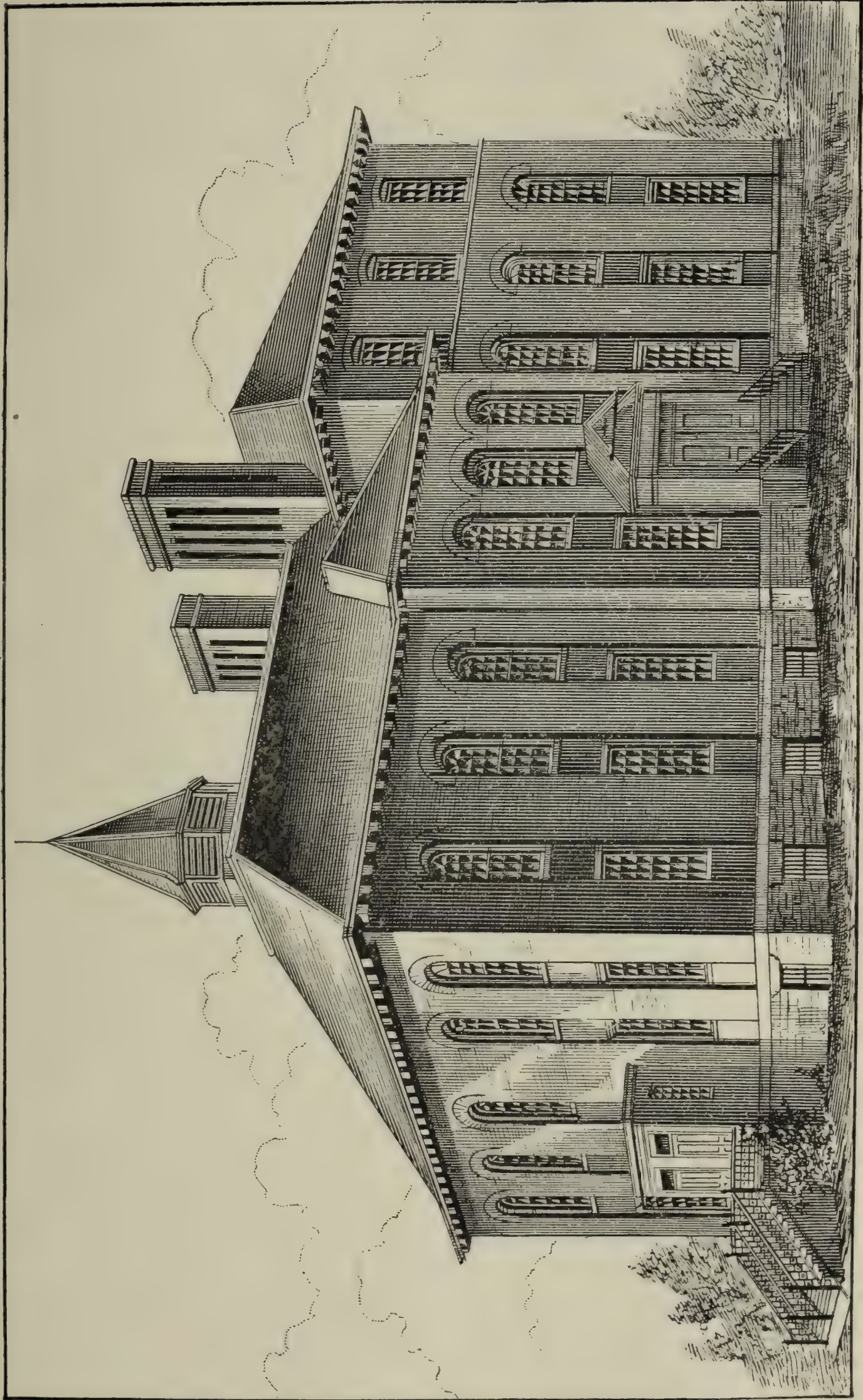
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SECOND FLOOR

R. Newton Brezee
Architect
Saratoga Springs N.Y.

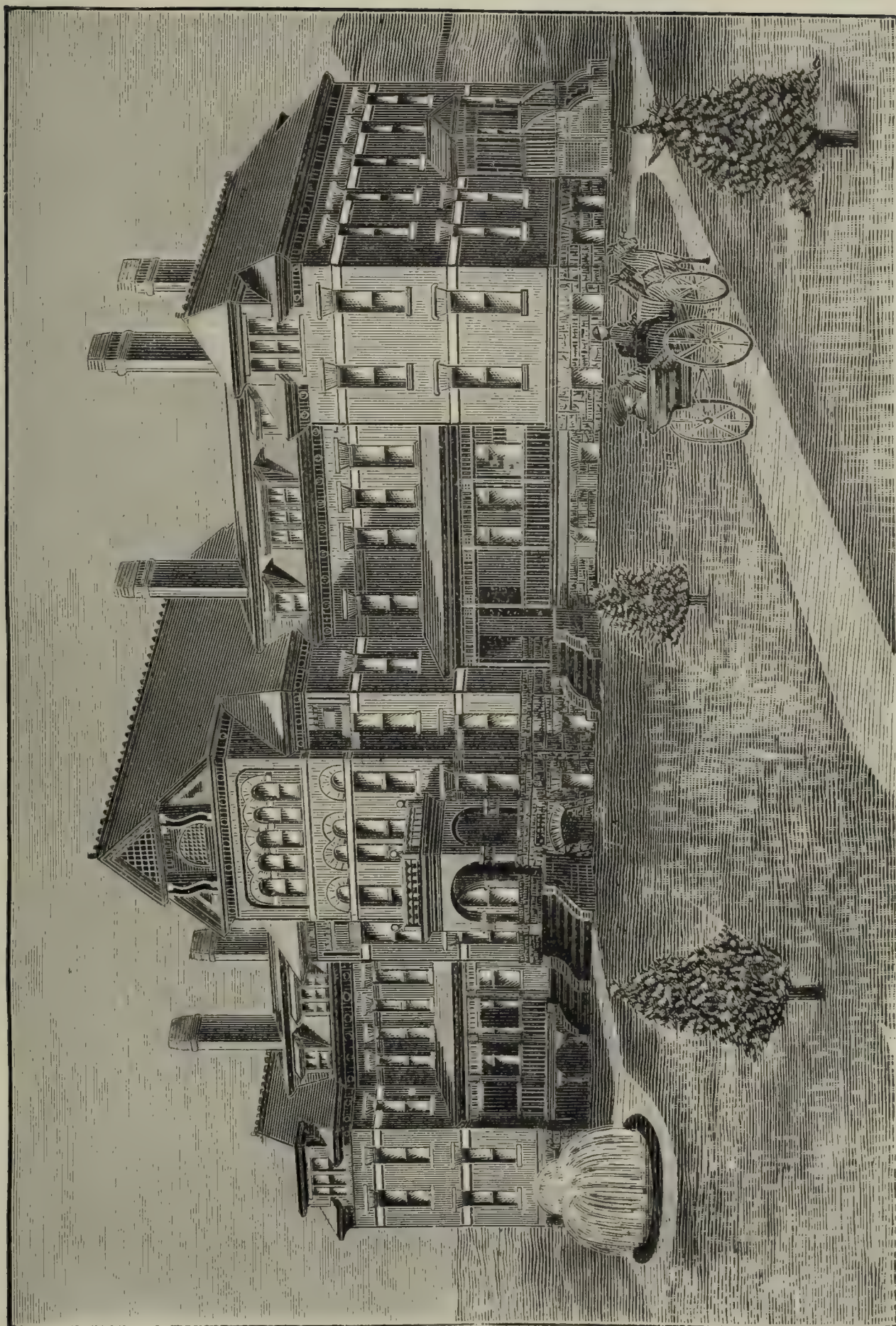
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PARK PUBLIC SCHOOL, SING SING.



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NORTHERN NEW YORK INSTITUTION FOR DEAF-MUTES, MALONE.

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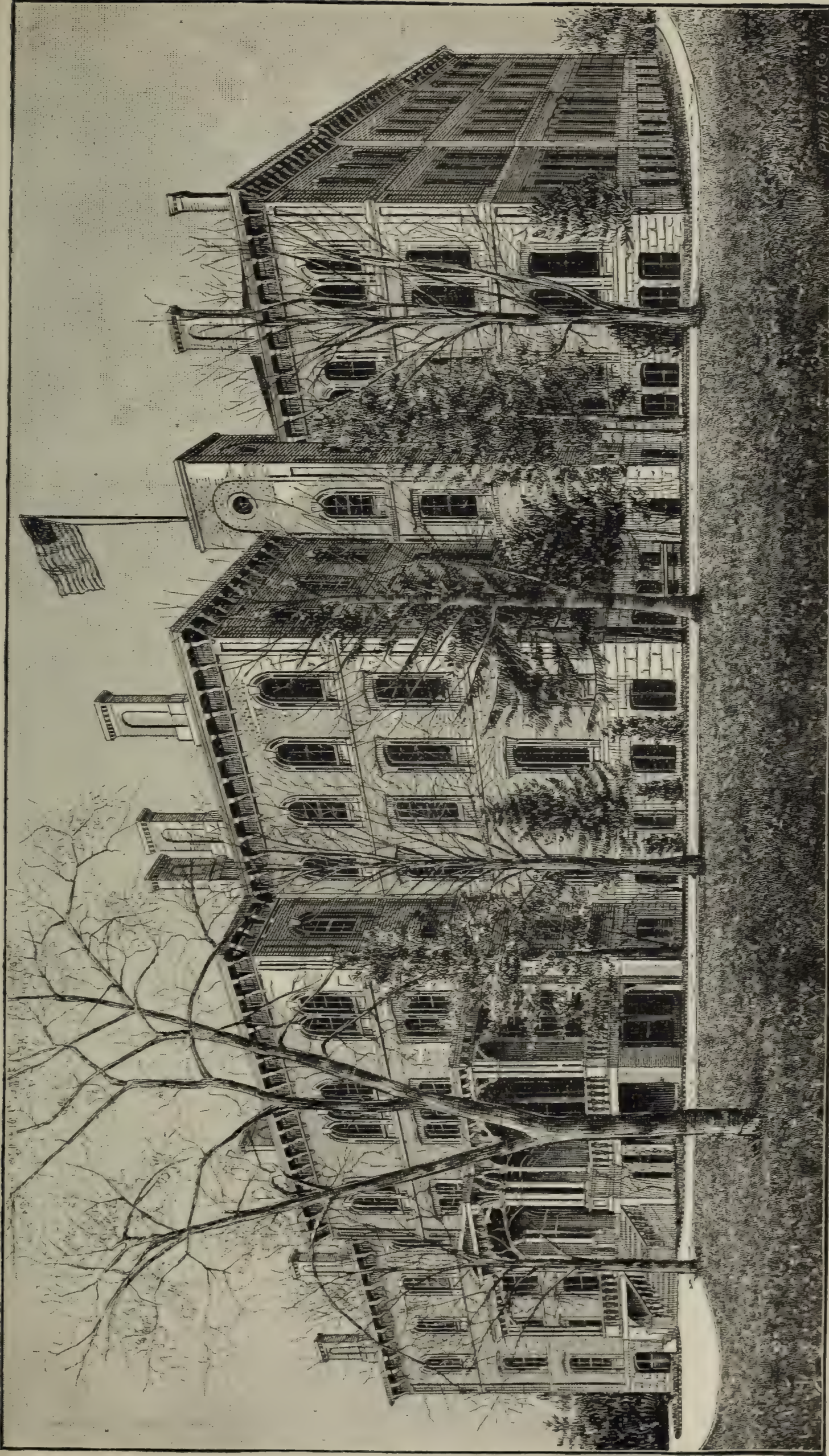


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NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
163RD STREET AND 11TH AVENUE, NEW YORK CITY.

PROPERTY OF THE
LIBRARY OF THE
CONGRESS



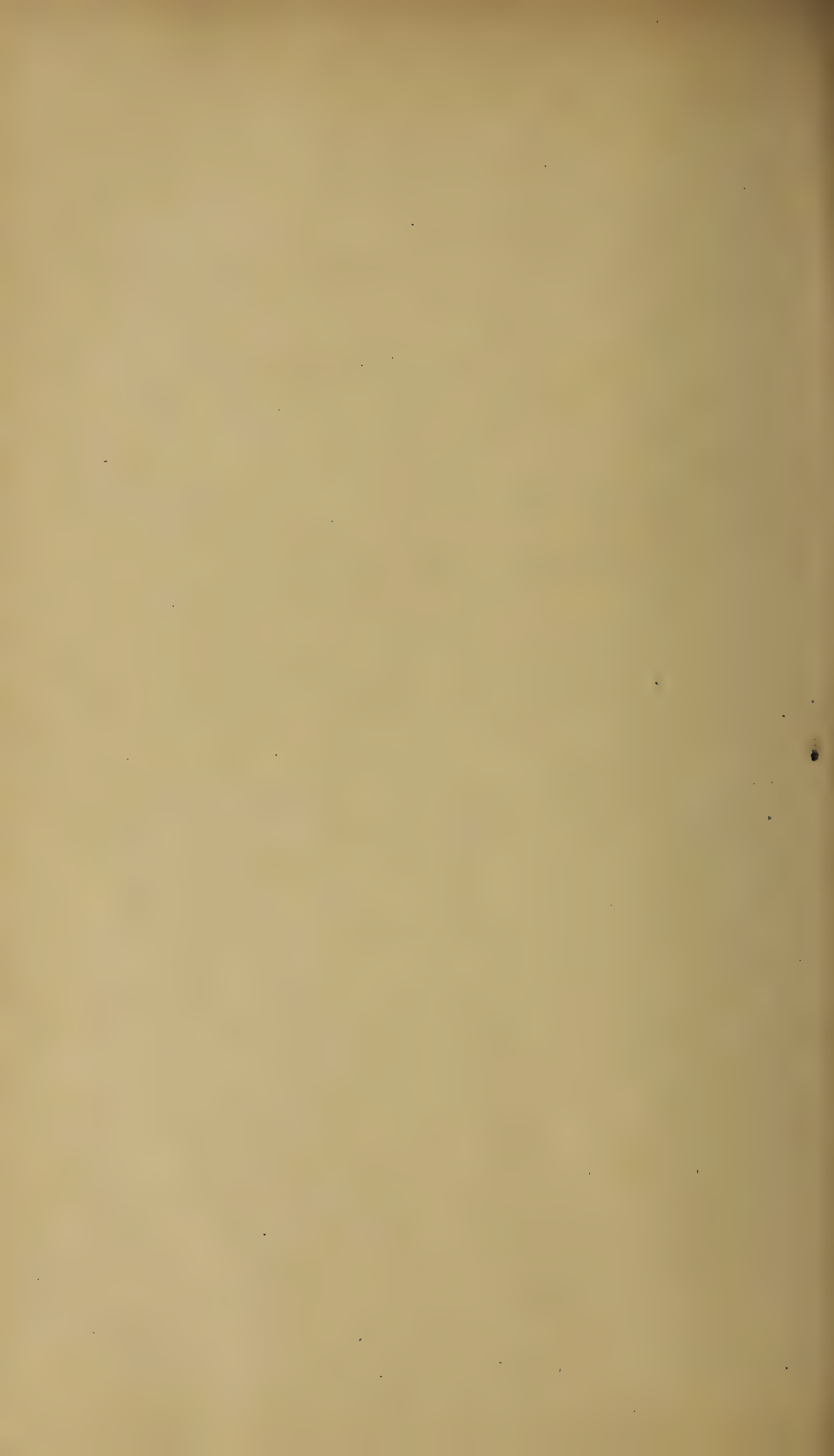
INSTITUTION FOR THE IMPROVED INSTRUCTION OF DEAF MUTES.
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EXHIBIT No. 9.

INDIAN SCHOOLS.

1. NAMES AND POST-OFFICE ADDRESSES OF SUPERINTENDENTS.
2. REPORTS OF SUPERINTENDENTS.
3. STATISTICAL TABLE.



INDIAN SCHOOLS.

1. NAMES AND POST-OFFICE ADDRESSES OF SUPERINTENDENTS.

Superintendents of Schools, Indian Reservations.

SUPERINTENDENT.	Reservation.	Post-office address.
Joseph E. Hazard.....	Allegany and Cattaraugus.....	Randolph.
W. W. Newman.....	Onondaga.....	South Onondaga.
Sidney G. Grow.....	St. Regis.....	Hogansburgh.
J. S. Raynor.....	Shinnecock and Poospatuck.....	East Moriches.
Irving D. Eckerson	Tonawanda	Akron.
Franklin Pletcher	Tuscarora	Suspension Bridge.

2. REPORTS OF SUPERINTENDENTS.

ALLEGANY AND CATTARAUGUS RESERVATION.

HON. ANDREW S. DRAPER, *Superintendent of Public Instruction* :

SIR.—I have the honor to submit this my fifth annual report showing the condition and prospects of the sixteen Indian schools under my charge.

Of these, six are located on the Allegany, and ten on the Cattaraugus reservation. All of the school buildings are now in comfortable condition. A few additional out-buildings and sheds for fuel should be provided. The schools are almost wholly unprovided with maps and charts. Yet on the whole I think they compare favorably with the white schools around them, and are as well if not better supplied with the conveniences and apparatus necessary to successful school work. Teachers of experience only have been employed and such as take an interest in the welfare of the Indians and the property of the schools. By close attention to those matters which interest the Indians, and by carefully cultivating a friendly feeling among them towards the schools, by frequently visiting the parents and interesting them in the school work, they have increased the attendance from year to year, until there are now but few children on these reservations of school age who are not enrolled for some portion of the school year; and those not enrolled are the older ones who feel that they have outgrown school life, or whose labors are required by the parents for the support of the

family. The teachers have successfully tried various plans to interest the parents in the schools. Public exercises are frequently held to which the parents are invited. Sometimes these are held in the school-room, and at other times at some grove near by at which refreshments are served. The Indians are always proud of the success of their children, and anything that gives them to understand that their children are interested in the school work and doing well interests them also. The school registers show a marked increase in the number of parents who have visited the schools during the past school year, thus showing conclusively that there is an increasing interest among the Indians in the welfare of the schools and the education of their children.

Arbor Day was observed by these schools this year, and all held appropriate exercises to which the Indians were invited. They very generally attended, and seemed to enjoy being present. Trees were planted by nearly all of the schools, thus taking a step towards improving the grounds and making them more attractive. The Indians assisted in procuring and setting the trees.

During the year a very interesting institute for the special benefit of these teachers was held under the direction of Professor Henry R. Sanford. The instruction given was practical and especially adopted to the wants of teachers of Indian schools.

Under the present system of requiring the teachers to account for the school property, the expense of school supplies has been materially lessened during the past school year.

The change in the arrangement of school terms has been an improvement, and has increased the attendance. Regular terms and hours have been rigidly observed. An effort has been made to confine the work of the schools as much as possible to instruction which is practical, and such as required to fit the children for the ordinary duties of life. On the whole, the work of the past school year has been very satisfactory, and, I believe, of great benefit to the Indian youth on these reservations. The attendance has improved, and the schools seem to be growing in favor among the Indians.

Respectfully submitted.

JOSEPH E. HAZARD,
Superintendent.

RANDOLPH, August 5, 1890.

ONONDAGA RESERVATION.

Hon. A. S. DRAPER, *Superintendent of Public Instruction :*

SIR.—Our State school has continued during another quiet and progressive year. The same teachers have faithfully and steadily kept at their work. But an examination of the register shows that the school began with only four pupils in the first forenoon and four more the first afternoon, and only fourteen the first week. Of these fourteen, only two attended every half-day of the first week. The next week three more came, and only two were present every half-day. Of the seventeen registered in two weeks two had been present a half-day each and several had been present two to four

days out of ten. During the fifth week of these first seventeen pupils, only two were present all day and only three were present at all. This same irregular attendance is more or less observable during the year.

Continued regular labor of any kind is not natural to an Indian, although he sometimes exhibits spasmodic energy. Tyrannical government, pressure, force, would apparently be beneficial. But when the force is withdrawn they would lapse into their natural lassitude, and the improvement would be at least partly lost. There is, however, a perceptible improvement and growth. Perhaps with our free American system this slow progress is all we can expect. Still taxpayers justly complain about maintaining free schools that children do not attend.

The Indian children accept the dress fashions and modes of cutting their hair of their white neighbors, and a very few adult Indians work regularly and live in white families. Every generation will have an increase of white blood and an increasing assimilation to the whites in every respect. If it is contrary to our free system to force an Indian into school and labor for his improvement, why should we legally obstruct Indian progress by recognizing every petty Indian tribe as a nationality? It is not and can not be so in fact. Then why continue the farce of its being so in law?

As an illustration of a new and ingenious attempt to dovetail Indian and white law, I ask you to publish the following 1890 statement and decision of our excellent Onondaga county judge in defeating an attempt by the Onondaga chiefs to remove intermarried whites from the reservation. A half century ago a very healthy and intelligent Indian, who had a large farm, sent his bright children to the white man's school, as there was an unbridged creek between his home and the remote Indian school. His son married a buxom woman from England, and he died as a soldier in our 1861-5 army. His and her son married a white woman, and their children have frequently ridden with me to and from this same white school. Within a year the chiefs tried to oust these families from their homes and farms, but by ingenious reasoning our judge saved them:

IN THE MATTER OF THE APPLICATION FOR A WARRANT TO REMOVE CERTAIN PERSONS FROM THE ONONDAGA INDIAN RESERVATION. NORTHRUP, COUNTY JUDGE.

Application is made by the district attorney of Onondaga county, under chapter 204 of the Laws of 1821, to remove certain persons "other than Indians," viz.: Mary Farmer, George Henry Farmer and Hattie Farmer his wife, from the Onondaga Indian Reservation.

The evidence shows that these three persons are residing upon certain lands on the reservation; that these lands had been separately laid out for cultivation and allotted by the Onondaga Nation, under its laws and customs, to Eli Farmer, an Onondaga Indian, and to his father before him, and had been in possession, separately, of said Eli Farmer and his ancestors for much more than twenty years, and the right and privilege of occupancy had been secured to them; that Eli Farmer married said Mary Farmer, a white woman, by whom, among other children, she had said George Henry Farmer, and said George Henry Farmer married Hattie Farmer, a white woman; that said Eli Farmer died about 1865, and his widow, Mary, and son, George Henry, have ever since been in possession of said lands.

Upon this state of facts and under the law for removal of persons "other than Indians," the question arises and must be decided on this application, for the purposes of this proceeding, whether these persons are Indians or not.

By Indian law and custom, proven beyond dispute in this case, the children follow the condition of the mother—not the father—and Mary Farmer being a white woman, her child, George Henry Farmer, is white; Mary Farmer, the widow of Eli, and Hattie, the wife of George Henry, are white, having the Indian blood in their veins.

The case of George Henry Farmer will be first considered. The Legislature of this State and of the United States, and the decisions of the courts, recognize and give binding force and effect to the laws and customs of Indians, in all legislation concerning Indians in their relations to each other and in the conduct of their internal affairs. If the law of 1821, under which we are proceeding, were such legislation, then the law and custom of the Onondaga Indians, in respect to the condition of children, would be of force, and George Henry Farmer would be held to be a white man, and should be removed from the reservation, notwithstanding the fact that his father was a full-blooded Onondaga.

But the law of 1821, which is a mere police regulation for the protection of the Indians, our wards, against the acts of persons "other than Indians," is a law not concerning Indians in their relations to each other, nor concerning the conduct of their internal affairs, but wholly concerning persons "other than Indians," and is made independently of the laws and customs of the Indians. The well recognized duty of giving effect to Indian laws and customs, when the internal economy of the Indian nation is concerned, therefore, does not exist in the application and enforcement of this law of 1821. It is to be interpreted from our own standpoint, and not from the Indians'. We are to ascertain the meaning of the word "white" and "Indian" according to our own long established principles of interpretation. There is no statute law by which to determine whether a person is an Indian or not. The laws formerly applicable to the African race in this country were never applicable to Indians. The Africans in our midst were never recognized as a nation, and the laws concerning them, which might be claimed to bear upon the point at issue here, had relation to the fact that as a race they were slaves.

The Onondaga Indians are a nation and are freemen. The rule as to the status of the offspring of freemen is as applicable to them as to Frenchmen, Englishmen, or citizens of our own country. And that rule is that the status of the child is that of the father.

In the United States against Sanders (Hempstead, 486) it was held that in the case of the union between a white person and an Indian, the child followed the condition of the mother, but that case has been reviewed, and the true rule laid down in *Ex parte Reynolds*, 5 Dillon, 403, where it became necessary to determine the same question.

The whole matter is so clearly put in that case that I cite some portions of the opinion, which seem to me conclusive as a matter of reasoning as well as of authority: "In the case of the United States against Sanders, the court held that the *quantum* of Indian blood in the veins *did not determine the condition of the offspring of a union between a white person and an Indian*; but further held that *the condition of the mother did determine the question*. And the court referred to the common law as authority for the position that the condition of the mother fixed the status of the offspring. The court is sustained in the first position by the common law, and also in the last position, *if applied to the offspring of a connection between a freeman and a slave*, upon the principle handed down from the Roman civil law, that the owner of a female animal is entitled to all her brood, according to the maxim *partus sequitur ventrem*. But by the common law the rule is reversed with regard to the offspring of free persons.

"Their offspring follows the condition of the father, and the *partus sequitur patrem* prevails in determining their status. This is the universal maxim of the common law with regard to freemen—as old as the common law, or even as the Roman civil law, and as well settled as the rule *partus sequitur ventrem*—the other being a rule fixing the status of freemen, the other being a rule defining the ownership of property—the one applicable to different communities or States, whose citizens are in the enjoyment of the civil rights possessed by people in a state of freedom, the other defining the condition of the offspring which had been tainted by the bondage of the mother."

Vattel, in his Law of Nations (p. 102), says: "By the law of nature also, children follow the condition of their fathers and enter into all their rights."

This rule seems to be indirectly recognized also in the *The Seneca Nation of Indians, appellant v. Jacob Lehly and Harriet Lehly, respondents* (55 Hun, 83), and *The Seneca Nation of Indians v. Chauncey C. Jameson*, decided at Erie Special Term, 1888.

I conclude, therefore, without any doubt as to the correctness of the rule, that, for the purposes of this application, George Henry Farmer is an Onondaga Indian and can not be removed from the Reservation under chapter 204, Laws of 1821.

A different and perhaps more difficult question is presented in the cases of Mary Farmer, white widow of the Indian, Eli Farmer, and of Hattie, the white wife of the half-blood Indian, George Henry Farmer. They are white, as a matter of fact. Let us see if they have the legal status of Indians. There is no evidence that they have become Indians by Indian law and custom, and if they are Indians at all it must be by some legal principles of our own and the construction of our own laws.

Section 3, chapter 420, Laws of 1849, reads as follows: "The first title of the eighth chapter and second part of the Revised Statutes, 'of husband and wife,' and all laws in addition to or amendatory thereof, * * * are hereby extended over and made applicable to all Indians residing within the State of New York, with the same force and effect as if they were citizens of this State." Section 4 says: "All Indians who heretofore contracted or shall hereafter contract marriage according to the Indian custom or usage, and shall cohabit as husband and wife, are and shall be deemed and held to be lawfully married, and their children legitimate."

We have, therefore, the case of a lawfully married wife of an Indian, having by our laws all the rights given by our laws to a wife under the State law, "of husband and wife."

Section 1994 U. S. Revised Statutes, reads as follows: "Any woman who is now or may hereafter be married to a citizen of the United States, and who might herself be lawfully naturalized, shall be deemed a citizen." By this law the legal status of the wife becomes that of the husband, who is a citizen, and this is but a recognition of the general principle to the same effect. Taken in connection with the law giving the same validity and effect to Indian marriages as is given to the marriage of white persons, it follows, I think, that a white woman marrying an Indian becomes, by our law, an Indian. In any event, the principle that the status of the wife is that of the husband, makes her an Indian from the white man's point of view.

If this is correct reasoning, then Mary Farmer and Hattie Farmer are Indians, and can not be removed from the reservation under this proceeding.

Here is a further reason for this view in section 7, chapter 420, Laws of 1849, where it is enacted that Indian tribes on reservations, holding the land in common, may divide such lands to and among the individuals and families of the tribe, "so that the same may be held in severalty and in fee simple, *according to the laws of this State.*"

The evidence is conclusive that these lands were so set off to Eli Farmer or his ancestors, and consequently the lands, by "the laws of this State," descended to the children of Eli, subject to the dower right of his widow. Can they now be treated as "squatters," "intruders," "persons other than Indians," against whom the State aims a law for the protection of the Indians? I think the case as to these women might safely rest upon the answer to this question.

The case of the Seneca nation against Jacob Lehly and Harriet Lehly, and the same against Jameson, heretofore cited, although they arose under a special statute, are significant upon this point. It was held in those cases that the descendants of an Indian to whom lands were originally set apart, although such descendants were children of white women, were not precluded from holding the lands of their Indian ancestors.

Again, the status of Mary Farmer was fixed when she married Eli Farmer, and did not change by his death. If she can be removed from the reservation now, she could have been removed at any time while she was the wife of Eli Farmer, and driven forth from her husband with her babe in her arms, as Abraham drove Hagar and the young Ishmael forth from his tent into the wilderness. I should be very sorry to believe that the law of a civilized State against squatters and intruders upon Indian lands ever contemplated such a heroic measure as this. I should be as slow to believe, also, that the law would leave George Henry Farmer on the Indian reservation, upon the farm descended to him from his father, and drive his lawfully married wife off from the reservation and out of the home provided by her husband.

On the ground, therefore, that these three persons, George Henry Farmer and Hattie Farmer, his wife, and Mary Farmer, widow of Eli, are not, under the law, applicable to the case, "persons other than Indians," I decline to issue my warrant for their removal from the Onondaga reservation.

It seems to me that the Onondaga Indians are in no proper sense "a nation," but only a few hundred people in an anomalous, transitory condition, not governed by themselves and only partly governed by the whites. Ultimately they must become a part of New York and the United States, and the sooner the better for Indians and whites.

Respectfully submitted.

W. W. NEWMAN,

Superintendent.

SOUTH ONONDAGA, August, 1890.

ST. REGIS RESERVATION.

Hon. A. S. DRAPER, *Superintendent of Public Instruction* :

SIR.—In making this my fourth report of the schools and children of school age on the St. Regis reservation, I assure you that I have been well pleased with the work of the teachers during the past year. The result is really satisfactory as the attendance in four of the schools was good. The teachers were all good and competent, ladies who took an interest in their work and understood the necessity of doing something further than putting in their time and drawing their pay. The children as well as the parents took an interest in their schools and made them a place of interest and study. The nature of the Indian children generally is rather indifferent to the English language and books; but as some of the older ones have been benefited by an English education the younger ones seem to realize the benefit and make them desirous of attaining the same blessing.

There are five schools on the reservation, all of which are in a very good condition, considering the buildings belong to the State and not to themselves other than for school purposes.

The Indians guard their own property with care, but sometimes they are careless of State property, and especially of school books,

etc. The teachers collect all books, slates, etc., each night and lock them up. If this were not done the supply would not last over one week for they think it smart to take books, etc., home, and once at home that is the last of them for that school.

In school No. 1, I found the greatest difficulty to get a good attendance. Last year the parents and all the children fell in with the teacher who could make them do as she liked, and she did some good work. This past year the teacher was a good and competent teacher, but the children would not attend well for love nor money. The school building as well as the out-buildings are in very good condition and the grounds are in nice shape.

In school No. 2 the attendance has been good, and some good work has been done by the teacher. The school is in a prosperous condition and the two factions that existed in this district heretofore are now united.

The buildings in school district No. 3 are in good condition, and the school is in good working order, with bright prospects in the future. This is now the most advanced school on the reservation. All the children worked in harmony with the teacher, and perfect order and discipline was evident on visiting the school.

School No. 4 is in good, fair condition, and the attendance was good during the past year. The work done at this school stands to the credit of the good and efficient teacher who taught the young Indians the ways and knowledge of their white brothers.

School No. 5 is in splendid condition, and the attendance during the past year has been about as good as could be expected. It seems that a little difficulty arose between two families, one of which kept their children at home and would not allow them to mix with the children of the other family. Aside from this the school was in a good, healthy condition.

I have visited and caused to be repaired, in an economical way, all the schools, preparatory to their opening for the ensuing year. The blackboards were all newly painted, the doors and windows fixed, and, in some cases, glass put in and puttied new.

The St. Regis reservation contains about 14,200 acres of good land, upon which resides about 1,100 Indians, men, women and children, all told. The number of children of school age is 290. The whole number of children attending schools during the past school year was 150, and the average daily attendance seventy. There are many families away from the reservation and scattered over the State at different points, which accounts for the small attendance.

Respectfully submitted.

SIDNEY G. GROW,
Superintendent.

HOGANSBURGH, *September 1, 1890.*

SHINNECOCK AND POOSPATUCK RESERVATION.

Hon. A. S. DRAPER, *Superintendent of Public Instruction:*

SIR.—There is cause for encouragement in the condition of the Indian schools in Suffolk county. As the years go by we are gaining in the matter of regular attendance. This point being gained, the

other essentials, good deportment and increase of knowledge, follow as a rule to which there are but few exceptions.

The teachers of the past will continue the work of the present year. I expect that the knowledge of character, needs, capabilities and eccentricities among their pupils, heretofore gained, will better enable them to do the right thing at the right time. I intend that all teaching shall inculcate good morals, and I insist upon a compliance with the law requiring instruction concerning the effects of alcohol and tobacco upon the human system, believing such instruction to be important in all schools, but particularly so in these.

Thanking your Department for all needed assistance, rendered with promptness and courtesy, I am,

Respectfully yours,

J. S. RAYNOR,

Superintendent.

EAST MORICHES, *September 1, 1890.*

TONAWANDA RESERVATION.

HON. A. S. DRAPER, *Superintendent of Public Instruction :*

SIR.—In compliance with the regulations of the Department of Public Instruction, I respectfully submit this, my first annual report of the condition and prospects of the Indian schools on the Tonawanda Reservation for the year ending July 25, 1890.

Owing to my short acquaintance of a few months with the teachers and scholars on the reservation, I am hardly capable of giving much of an idea of their wants, but while I am quite well pleased with the condition of the schools at present, still I feel there is a chance for improvement, not only among the teachers and scholars, but by the patrons becoming more interested in the schools and sending their children more regularly. There are three schools on the reservation and they have been taught thirty-six weeks each during the past school year. The average attendance was fifty-six, showing an increase over last year.

The school-houses are in fair condition and in every way comfortable. The only trouble we have is in getting wood for the winter term, as I see by the registers that several days were lost on account of not having fuel. Wood is very scarce on the reservation at present and it is almost impossible to get the Indians to furnish fuel.

The teachers that have been employed the past school year have shown themselves competent and industrious, and I must say that in the short time that I have been acquainted with the schools that they have made very good progress.

Arbor Day was observed by all the schools on the reservation, and they seem to enjoy it very much. We held the annual school picnic at the close of the summer term, which was well attended.

Respectfully yours,

IRVING D. ECKERSON,

Superintendent.

AKRON, *September 6, 1890.*

TUSCARORA RESERVATION.

Hon. A. S. DRAPER, *Superintendent of Public Instruction* :

SIR.—Complying with the regulations of the Department of Public Instruction, I herewith have the honor of submitting this my second annual report of the schools and general educational interests on the Tuscarora Indian reservation.

This reservation contains over 6,000 acres of land, and has a population of about 425. One hundred thirty-four of this number are of school age, or between the ages of 5 and 21; eighty-eight having attended school some part of the past school year. In school district No. 1, forty-nine scholars have been registered, with an average daily attendance of eighteen. The teacher in this district is an Indian lady of four or five years' experience, and is giving very good satisfaction, taking great pains to teach the English language correctly, and is generally careful in all her work.

In school district No. 2, thirty-nine scholars have been registered, with average daily attendance of fourteen. This school is taught by a white lady of four terms' experience, and one who works for the general elevation of the Indian race.

I notice in calling on the schools that the Indian children are very bashful, and it requires a great deal of patience on the part of teachers to draw out the pupils' ideas and hold their attention. Most of the scholars are under 14 years of age. It seems that when they arrive at this age they are expected to do something to help support the family, and are taken from the schools. Some of the patrons are very persistent in sending their children to school and are anxious to give them a good education, especially in reading, spelling, writing, arithmetic and geography.

While making a canvass of the children of school age, I took special pains to induce the parents to send their children to school as regularly as possible, and received very encouraging answers save in district No. 1, where they claim the house is not fit for the children, as it is impossible to keep them warm and comfortable while there. Many of the patrons in this district live in good frame houses and do not wish to risk their children's health in so dilapidated a building. I trust this objection may be overcome. I urge the teachers to work for a large and steady attendance, and insist on promptness whether with few or many.

Elder Samuel Jacobs, who is a very devout Christian and a thorough temperance worker, looks after the religious interests of the Presbyterian church, while Rev. Frank Mt. Pleasant preaches in the Baptist church. The church societies unite in an annual Sunday school picnic, which is made one of the largest gatherings of the county, as the neighboring white people make a special effort to attend this picnic over all others, as they are quite sure of meeting many friends and acquaintances here. The Indians take great pride in this picnic, and endeavor to make it the leading one of the year. They have speaking, both in Indian and English, and recitations and singing by members of the schools. The music is furnished by two brass bands, which are among the leading ones of the county, and which add very much to the attractions of the festal day. They do not allow the

sale of any intoxicating drinks, or tolerate gambling within the limits of the picnic grounds. Would that our people could profit by their example.

Yours respectfully,

FRANKLIN PLETCHER,

Superintendent.

SUSPENSION BRIDGE, *September 12, 1890.*

3. STATISTICAL TABLE.

The following table shows the attendance, etc., at the several Indian schools on the different reservations:

	Number of districts.	Number of pupils of school age.	Number of weeks taught.	Number attending schools some portion of the year.	Average daily attendance.	Number of teachers.	Expense.
Allegany and Cattaraugus.....	16	700	36	542	216	16	\$5,413 91
Onondaga	1	100	36	75	21	2	435 02
St. Regis.....	5	286	36	130	87	5	2,275 95
Shinnecock and Poospatuck.....	2	83	36	64	34	2	816 21
Tonawanda	3	192	36	106	56	3	1,130 97
Tuscarora	2	134	36	88	32	2	642 00
Total.....	30	1,595	.....	1,005	446	30	\$10,713 96

EXHIBIT No. 10.

INSTITUTIONS FOR DEAF AND DUMB.

1. LIST OF INSTITUTIONS AND SUPERINTENDENTS.
 2. REPORTS OF SUPERINTENDENTS.
 3. STATISTICAL TABLE.
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1. INSTITUTIONS FOR DEAF AND DUMB.

Names and Post-office Addresses of Principals and Superintendents.

Principals or superintendents.	NAME OF INSTITUTION.	Post-office address.
Isaac Lewis Peet, Prin..... Chauncey N. Brainerd, Supt....	New York Institution for the Instruction of the Deaf and Dumb	Station M, New York.
D. Greenberger, Prin.....	Institution for the Improved Instruction of Deaf-Mutes..	Lexington avenue, bet. 67th and 68th sts., N. Y.
Mary B. Morgan, Supt.....	St. Joseph's Institute for the Improved Instruction of Deaf-Mutes	Fordham.
Edward Beverly Nelson, Prin..	Central New York Institution for Deaf-Mutes.....	Rome.
Z. F. Westervelt, Prin.....	Western New York Institution for Deaf-Mutes.....	Rochester.
Mary Anne Burke, Prin.....	Le Couteulx St. Mary's Insti- tution for Improved Instruc- tion of Deaf-Mutes	Buffalo.
Henry C. Rider, Supt.....	Northern New York Institu- tion for Deaf-Mutes.....	Malone.

INSTITUTIONS FOR DEAF AND DUMB.

2. REPORTS OF SUPERINTENDENTS.

NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

Hon. A. S. DRAPER, *Superintendent of Public Instruction* :

DEAR SIR.—The report required by you concerning the work accomplished during the last year in this, the oldest institution for the instruction of the deaf and dumb in the State, and the condition to which the culminating influences of an experience garnered during the seventy-two years of its active existence, have brought its system of instruction, hereby presented, is necessarily a record of the enlightened policy of the State in including the deaf in its system of public instruction, and of the benevolent interest manifested in its welfare by yourself and your predecessors who have been invested with the responsibility of seeing that the laws with regard to it be faithfully and intelligently executed.

Chartered in April, 1817, with DeWitt Clinton as president of its board of directors, it went into operation in May, 1818, and up to the present time has given education to 3,232 deaf-mutes. In the year 1861, the claims of localities and of different theories of instruction began to be recognized, and since then six other institutions have been established on the same legal basis as that which this institution occupied as a pioneer, and have been the means of educating 2,115 additional pupils.

During the year ending September 30, 1890, there were on our rolls 350 pupils, of whom 234 were males and 116 females, supported as follows: Two hundred and thirty-five over 12 years of age, by the State of New York; ninety-one under 12 years of age, by the counties, eighteen, part of the year by the counties and part of the year by the State; five by their friends, and one by the institution at a cost to the State of \$250 per capita, and to the counties which also furnished clothing to their own and to the State pupils, of \$32,118.93 in all. In addition to the sums thus furnished, the institution has expended for the comfort of the pupils, \$7,000, which it has obtained from other sources.

Though the institution is still the largest one in the State, its buildings could be profitably utilized to accommodate a greater number than now attend, owing to the fact that they were erected when the number of institutions was less. Since the year 1831 it has been the practice of the institution to devote a portion of each day to instruction in handicrafts, so that when its pupils have completed the term of instruction required, they may go forth into the world fully

equipped with the means of self-support. The trades at present taught are printing, cabinet-making, carpentry, house painting and glazing, cane-seating, shoemaking, tailoring, gardening, barbering, baking, dressmaking, plain sewing, designing, wood-carving, decoration, china painting, and other branches of applied art. There is also given to the girls a course of systematic lessons in cookery. All the pupils receive regular instruction in industrial and free-hand drawing.

The importance of this practical industrial education speaks for itself as, if it were not furnished at the institution, it would have to be provided elsewhere, but it is small in comparison with that of the greater and more difficult work of giving to the untutored deaf-mute a knowledge of the language of his country, and of converting him from an irresponsible burden upon society to an intelligent and conscientious citizen.

That opinions on this as well as every other subject should differ and in some cases be antagonistic is an axiom that no student of human nature will dispute. The fundamental difference in views on the part of the majority of schools for the deaf is between the principles represented by the followers of the French De L'Epee and of the German Heinicke, who flourished over 130 years ago. The one saw in the deaf-mute a being upon whose intellectual development nature had imposed conditions opposite to those enjoyed by the hearing person; the other believed that, notwithstanding his want of hearing, the conditions under which his education should be conducted should be the same. The one looked upon speech as a corollary of hearing, and upon the natural pictorial language of signs as a corollary of an original condition of deafness; the other looked upon speech as the fundamental basis of verbal language. The one made the language of signs the interpreter to the deaf-mute of the meaning of written words and the facile instrument of enabling him to write sentences conveying a clearly conceived idea; the other taught him to speak the names of objects and afterward to write them, and slowly build up a spoken language in connection with daily self interpreting circumstances, hampered, however, continually, by the difficulty of obtaining distinct utterance and making speech easily recognizable by the eye. The one made free use of the medium suggested to the deaf-mute by his processes of mental vision and used signs freely; the other repudiated and repressed this natural mode of expression. The one introduced him at once to the light; the other kept him in the background till he had, by plodding steps, reached the goal to which the other flew. The one followed nature; the other coerced her. The principle is the same if the deaf-mute is *confined* to the use of words and sentences spelled with a manual alphabet or simply given in writing.

The difference between the two systems lies solely in the employment or non-employment of the language of signs as an adjunct or intermediary. Both teach the meaning and use of words written and spoken. Both teach speech and speech-reading, but both do not permit the use of signs through which the average deaf-mute can soonest and with certainty obtain the highest mental development of which he is capable.

The most striking illustration, perhaps, of the relation of signs to the education of the deaf-mute, is afforded by a comparison between the manner in which a hearing person and a deaf-mute read respec-

tively. The former attaches no meaning to what he sees on the printed page unless he associates a sound with each word in every line. Sound is to him the medium through which his knowledge of language has been obtained, and, consequently, it alone has to him true significance. The deaf-mute, on the contrary, has no idea of sound, and though, parrot-like, he may repeat every word through artificially acquired vocal speech, it breaks not the silence of his soul and brings no comprehension to his mind. Let him, however, associate with every word and phrase and sentence he reads one or more distinct nature-given signs, and he recognizes at once its true meaning.

As signs have the same significant effect upon the eye of the deaf that sounds have upon the ear of the hearing, it follows that both sounds and signs practically perform the same function. They are only different forms of giving significant pronunciation to words.

As soon as our pupils are brought to such a knowledge of words and of the structure of language that intelligent reading is possible, they are encouraged to persist in it, because it brings verbal phraseology constantly before their minds, and makes them familiar with it as nothing else can do. If, out of recitation hours, they are at a loss for the meaning of a word, they make a note of it which they afterward submit to their teacher, who gives them the manual sign, and with it, the sense. They are especially encouraged to read their text-books through several times, as they would any other reading book, so that, besides obtaining the particular analytic instruction given in connection with their daily lessons, they gain noticeable familiarity with both the contents of the text-book and the language in which they are conveyed.

Great attention is paid to the dictation of sentences by means of the manual alphabet, the pupils responding in concert with a sign to each word as it is spelled, and receiving aid from the teacher, when the meaning of any word is unknown to them. Then they write the sentence simultaneously, with chalk, on the large slates with which the walls of the class-rooms are lined. They also write a daily journal of current events, by which constant practice in the language appropriate to the incidents of every day life is maintained.

While, by these and other means, they are obtaining a knowledge of the English language and of the studies pursued in common schools and academies, they each receive daily systematic instruction of not less than an hour, in vocal speech and speech-reading, and are brought, as far as their several ability makes it possible, to a point where they can not only pronounce audibly what they can write, but also recognize, on the lips, what is addressed to them in speech.

In this, we have already been very successful with many of our pupils, while all are approaching the point where speech can be safely substituted for the manual alphabet.

The relations between the alphabet of the tongue, and the alphabet of the hand are very marked. All phonetic utterance is merely a sort of vocal spelling with phonic letters, and when our pupils learn this principle, the intellectual difficulty vanishes, though the mechanical remains. I have prepared an exhaustive series of lessons, of which the phonic alphabet is the basis, and find that by means thereof, we are able to accomplish more and more in this direction.

The health of the pupils has been excellent, and is likely to continue so. This is due, not only to the salubrity of our site on the east bank of the Hudson, of which it commands a magnificent view, but also to the excellent sanitary condition of the buildings in regard to ventilation, drainage and plumbing, and to the care exercised by the domestic officers of the institution, of whom, Mr. Chauncey N. Brainerd, the superintendent, Mrs. Susan L. Henry, the matron, and Dr. W. T. Alexander, the attending physician, are deserving of special mention. During the last year, the buildings have been extensively renovated at a considerable expense.

The most notable event of the year has been the entertainment at the institution, of the largest gathering of teachers of the deaf, ever held in this or any other country. There have been altogether twelve conventions of American instructors of the deaf, of which the first was held in this institution in 1850, forty years ago, and the last, during the five days included between August twenty-third and August twenty-seventh of the present year.

In both were discussed important questions of theory and practice; but in the first, there was especially manifest an earnest determination to press forward in what seemed to be the true path of progress, while in the last, there was more of triumph over successful achievement and of the enthusiasm that stretches out its arms to a future illumined by the light of the past.

To yourself, at the present time, the directors, officers and pupils of the institution, feel a sense of peculiar obligation, on account of the effective aid rendered by you, in securing the passage by the last Legislature, of a law extending the opportunity of obtaining a higher education to an additional number of those who have passed through the ordinary term of instruction; an event that will signalize your administration in their minds, as conspicuously as it has been signalized in other directions, in the minds of others.

Very respectfully, your obedient servant,
ISAAC LEWIS PEET,
Principal.

STATION M, NEW YORK, *October 29, 1890.*

INSTITUTION FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES.

HON. A. S. DRAPER, *State Superintendent of Public Instruction :*

DEAR SIR.— I beg leave to report that during the past school year 212 pupils were connected with the institution, viz.: Ninety-nine girls and 113 boys. They were supported as follows:

	Boys.	Girls.
By the State.....	58	50
By New York county.....	42	37
By Kings county	4	4
By Albany county	2	....
By Orange county.....	....	2
By Westchester county	1	1
By Ulster county .....	....	1
By Madison county.....	1	....
By Rockland county	1	....
By parents	4	4
Total	113	99 = 212

At the close of the last school term there were on our rolls 198 pupils. They were divided into fourteen classes, viz.:

	Members.
Class A, Mr. D. L. Elmendorf, teacher, had.....	16
Class B, Miss M. E. Potwin, teacher, had.....	16
Class C, Miss E. A. Brown, teacher, had.....	12
Class D, Miss L. J. Smith, teacher, had.....	12
Class E, Miss V. Reamy, teacher, had.....	15
Class F, Mr. E. S. Thompson, teacher, had.....	14
Class G, Mr. G. W. Hutchinson, teacher, had.....	14
Class H, Mr. T. A. Humason, teacher, had.....	14
Class I, Miss L. A. Parmele, teacher, had.....	15
Class J, Miss M. B. Marshall, teacher, had.....	14
Class K, Miss L. M. Cooke, teacher, had.....	16
Class L, Miss C. H. Summers, teacher, had.....	15
Class M, Miss E. B. Nesbitt, teacher, had.....	12
Class N, Miss S. L. D. Summers, teacher, had.....	13

The special classes of our technical department were attended as follows:

	Boys.	Girls.
Wood working class, Mr. H. F. Mitchell, teacher.....	48	....
Metal working class, Mr. J. H. DeGroodt, teacher.....	48	....
Clay modeling class, Mr. A. Jaegers, teacher.....	7	5
Oil painting class, Mr. M. Eglau, teacher.....	4	8
Plain sewing, Miss E. Carmiencke and Miss J. Andrade.....	....	88
Dress making, Miss J. Andrade.....	....	7
Cooking class, Mrs. T. Nesbitt, teacher.....	....	18

Nine of our larger boys attended the evening classes of the New York trade schools, namely: Five were in the class in carpentry and four in the class in fresco-painting. The boys whom this privilege of attending the trade schools was granted have previously distinguished themselves in the technical department of this institution through skill and industry, and for this reason they were selected to pursue the more advanced course which the trade schools offer to young men. The four boys who worked at fresco-painting received certificates of the first grade which were awarded to them by the Association of Master Painters and Decorators of the City and County of New York.

At the beginning of our present school term 183 of our last year's scholars returned and nine new comers were added to the list, so that the number in attendance at the date of this report is 192; 102 being boys and ninety girls.

Of those who did not return after vacation, one little boy, by the name of Louis Lahm, was killed, being struck by a locomotive on the New York Central and Hudson River railroad. He was spending his summer vacation at his home, and met his death while out with his brother on a pleasure trip. And here it may be proper to make mention of a fact for which we can not be too grateful, namely, that during the twenty-three years of the existence of this institution, only one death occurred within its walls, and that was on the 1st of October, 1874. We have also been remarkably fortunate in regard to the health of our pupils; for although we have had, from time to time, sporadic cases of measles, diphtheria, scarlet fever and other contagious diseases, we have never had an epidemic. The nearest approach to an epidemic we had two years ago, when four of our girls were sick with the scarlet fever at the same time. By taking extreme precautions in regard to quarantining the patients, we succeeded in preventing the further spread of the disease.

Of the total number of pupils who were dropped from our list at the close of the last school term, two had to leave because the time for which they had been appointed by your Department as State pupils had expired, and twelve were withdrawn to engage in industrial occupations. Most of these pupils were as well prepared to enter practical life as children afflicted as they are, can be. The articulation of all but two of them is good, and can easily be understood by any one whose hearing is normal; they are good lip-readers; and six of them, who have passed through all the grades of our school, are well advanced in the branches of knowledge which they have been taught. All the boys among the pupils of whom I am now speaking had acquired considerable skill in the use of tools; all of the girls had been attending the cooking-class, and had learned plain sewing; some of them had instruction in dressmaking; and two had shown considerable talent in oil painting. It may therefore be safely said that the benefits which these pupils have gained in this institution were fully commensurate to the expense of their maintenance by the State.

One lad was transferred by you from this school to the New York Institution for the Deaf and Dumb, upon my recommendation. He was so near-sighted that he could not learn to read the lips. As the movements of the fingers and hands are more easily perceptible through the sense of sight than the more delicate movements of the vocal organs, it is probable that this pupil may derive more benefit from instruction by means of the manual system of signs than by the oral method, which is in use in this institution. His eyes were so weak that our oculist considered it too dangerous to let him wear glasses, as the strain might destroy what little there was left of his eyesight. His was an exceptional case, and it must not be supposed that every near-sighted mute is debarred from learning to articulate and to read the lips. There are several others among our pupils who labor under the disadvantage of being able to see at a short distance only, but yet they are doing well in every regard. Two of these have always stood at the head of their respective classes in spite of their short-sightedness.

In concluding this report, I have to mention the case of one pupil, who, after nearly two school terms of persistent effort, had to be given up as hopeless and returned to his parents. All the various means and devices by which we generally obtain articulate sounds from deaf children, had failed to produce the desired results with him. And he has also proved himself unable to learn to use the crayon or pencil in imitating the written characters of the alphabet. I have become convinced that all further attempts to instruct him would be useless, and therefore induced his parents to withdraw him. He was a doubtful case from the beginning, but it would have been wrong to refuse to give him a fair trial, as we have pupils in this institution who, like him, did not make any progress whatever during the first two school years, or even longer, and yet afterwards became good articulators and fair scholars.

Respectfully submitted.

D. GREENBERGER,

Principal.

LEXINGTON AVENUE (between Sixty-seventh and Sixty-eighth streets),
NEW YORK, *September 29, 1890.*

ST. JOSEPH'S INSTITUTE FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES.

HON. A. S. DRAPER, *Superintendent of Public Instruction:*

DEAR SIR.—I herewith respectfully submit the usual annual report of the St. Joseph's Institute for the Improved Instruction of Deaf-Mutes.

The whole number of pupils in attendance during the past year has been 311. Of this number, twenty-nine have been discharged or withdrawn, leaving our present number 282; 130 boys and 152 girls. They are supported as follows:

By the State of New York.....	138
By various counties.....	121
By parents or the institution.....	23

Though the general health of the institution has been remarkably good, we have to record one death; that of a little girl, Ellen Leonard, a child of seven years. She was suffering from influenza when she entered the institution early in February last, and, notwithstanding all our care, she grew worse, and after four weeks of suffering, died. Every precaution that experience can suggest is taken to protect the health of our pupils; and no pains are spared to teach them properly to value and preserve it.

Our school-room work has gone on much in the same way as during the past few years. All that untiring zeal on the part of teachers can accomplish, has been done, to stimulate and encourage the pupils; while they, with very few exceptions, have exerted themselves to profit by the opportunities afforded them of increasing their store of useful knowledge. Whether we take them as a whole or individually, we can say with confidence, that they have made marked advance during the past year. They have shown great eagerness to learn, and have never found class hours too long, nor class exercises disagreeable. Altogether, they are as intelligent and docile as we could ask. If the work of educating these children has many and peculiar difficulties, it certainly has also a great deal in it to console and encourage.

As the time approaches when our pupils must leave school, their desire to become skillful in some kind of work, by which to earn a livelihood, shows itself in their repeated requests to be allowed to spend more time in the work-rooms. We encourage their efforts, as far as we can without allowing them to neglect their studies, or deprive themselves of the necessary amount of recreation.

As far as we know, the great majority of our pupils, who have passed their full time in the institution, have been successful in procuring employment, and are doing well. They return, from time to time, to spend a few hours in this home of their childhood, to recount to us their little joys and sorrows or to seek counsel in their difficulties.

We have still to regret, that some of our most promising pupils are withdrawn by their relatives, before the expiration of their term of appointment, when they are but just prepared to advance rapidly, and when a few years more at school would be an inestimable benefit during their whole lives.

In conclusion, I beg to offer again, our most sincere thanks for the kind and prompt attention with which your Department has attended to all business matters concerning the institution.

Respectfully submitted.

MARY B. MORGAN,

Superintendent.

CENTRAL NEW YORK INSTITUTION FOR DEAF-MUTES.

HON. A. S. DRAPER, *Superintendent of Public Instruction* :

MY DEAR SIR.—I respectfully submit to you the usual annual statement or report from the Central New York Institution for Deaf-Mutes for the year ending September 30, 1890, and in so doing would state the institution continued to bestow the same attention the past year as heretofore upon the education of the wards placed under its charge. The officers have all been attentive to their duties, the pupils zealous and ambitious in their work.

There were connected with the school the past year a total of 156 pupils; ninety-three males and sixty-three females. Sixteen severed their connection with the institution of which number seven were returned to their parents on account of the expiration of their term; two severed their connection with the institution on account of marriage; one died, and six were detained at home by parents (cause unknown), leaving eighty-one males and fifty-nine females, a total of 140 connected with the institution on the 30th of September, 1890. Of the whole number of pupils during the year 122 were supported by the State of New York and thirty-four by the counties.

One lady teacher, the supervisor of the girls and three care-takers resigned at the close of the year. Their places have been filled as far as necessary. The annual examinations, under the personal supervision of the principal, which began the latter part of May and continued till the close of school, showed marked progress on the part of the pupils.

In our work of educating the deaf we feel that we are handicapped by the persistence some parents have in the withdrawal of their children before they have completed a proper course of instruction. No sooner have we developed a bright mind to the budding point than its possessor is too often taken away to assist at home. The usual excuse given is that parents wish to realize upon the immature labor of the pupil, but they forget that the power to command remunerative employment would be greatly enhanced by that part of the education they foolishly throw away. Many a child has been irreparably stunted by this pernicious practice, and yet, however great our interest in the pupil, and despite the confidence we have in the result of continued instruction, we stand practically powerless before the will of the parents in the case. It is not such a remarkable thing that a deaf-mute can read and write correctly, and handle tools, after he has been under instruction seven or eight years, and the parent, who thinks from these evidences that education has gone far enough, should remember that the same force that has brought his child so far, if allowed to act, will carry it to a higher level among the conditions of mankind.

Our system of instruction, which has been repeatedly explained in former reports, is that which is known as the combined method, and while the teaching of speech and lip-reading has always been a recognized part of our system and has been extensively employed, we are now making preparations to extend it to every pupil under our charge. The degree to which advantage may accrue to the individual of course varies, but he will have the opportunity every day of his school life of the persistent effort that is being made in his behalf.

In addition to the mental and moral discipline the pupils receive in the educational department, the boys on the one hand, have received, as far as our facilities permitted, an industrial training in the art of making shoes, in carpentry and general repairing, glazing and printing; the girls, on the other hand, have been afforded every opportunity of learning all kinds of domestic sewing, dressmaking and light household work. To a deaf-mute, this industrial training is one of the most important factors in his education. By means of it he is able to care for himself after leaving school. In the educational department he receives the foundation which prepares him to exercise the proper care and use the common sense essential for the successful carrying on of his trade.

During the past few years the Legislature has been quite philanthropic, as has been evidenced by the different appropriations that have been given to various institutions of this kind. I hope the good work will go on, and the legislators of our great State become more and more impressed with the necessity of providing liberally for this deserving class of humanity, for whose good we are devoting our lives and endeavoring to bring those under our charge up to become respectable citizens, able to care for themselves, and thus cease to become a charge upon the State. Education alone can do this. Education can not be given without the necessary means and facilities. The State has always endeavored to provide the means and facilities; therefore, as long as the great State of New York continues to pursue its liberal policy and the Department of Public Instruction continues to render the same valuable assistance it has in the past, so long we can continue to show results which have been witnessed in the progress of this institution.

Very respectfully submitted.

EDWARD B. NELSON,

Principal.

ROME, N. Y., October 14, 1890.

WESTERN NEW YORK INSTITUTION FOR DEAF-MUTES.

HON. A. S. DRAPER, *Superintendent of Public Instruction*:

SIR.—I herewith respectfully present the fourteenth annual report of the above-named institution, located in the city of Rochester.

The total attendance of pupils during the year has been 171; of this number 127 were State pupils and forty-four were county pupils. The average attendance has been 152. The number in attendance since the organization of the school is 334; of this number 182 have been withdrawn after an average attendance of five and fourteen one-hundredth years. Of the 152 pupils present September thirtieth, forty were congenital deaf, 104 lost their hearing before they were 7 years old, and the hearing of eight was not affected until after they had reached 7 years of age.

The number of pupils under instruction in the industrial classes is as follows, viz.:

Baking	6
Carpentry	14
Printing	19
Sewing	53

Laundry.....	3
Gardening and farm work.....	9
House painting and decorating.....	4
Dressmaking.....	8
Cooking.....	5
Type-writing.....	7
Photography.....	1

All pupils rise at 6 a. m. The kindergarten children go to bed at 7; those between 12 and 14 at 8.30, and the older pupils between 9 and 9.30.

For five days of the week, the older pupils spend four hours each day in literary classes and in the evening they have one hour and a half for study under the direction of supervisors. The total time during the day they are not occupied in school exercises is four hours. The longest continuous time for recreation is one hour and a half between the close of school in the afternoon and supper. On Saturday the forenoon is spent by all the older pupils in the industrial classes.

In the kindergarten the children are under the direction of kindergartners or teachers, for five hours and a half, for five days of the week, and the attendants who direct and supervise their games and exercises, are constantly with them when not under the care of teachers. On Saturdays the kindergarten exercises continue in the morning as on other days of the week, but in the afternoons the children are taken to the woods or to places of interest or amusement.

In the entire school twenty hearing and speaking persons are employed in giving instruction in the literary and industrial classes; in addition, there are nine officers and sixteen employés, who are responsible for the pupils while out of school and for the proper performance of the domestic affairs of the institution.

The per capita cost for support of pupils during the last year, exclusive of rent and interest on debt, has been \$268.86.

The instruction of the pupils is carried on chiefly through English by means of the manual alphabet and writing, without the use by pupils or teachers of the language of De L'Epee gesture signs which is and has been the language generally used by the deaf at most of the schools throughout the country. All the pupils of the school receive special training in articulation and speech-reading. In addition, auricular training is given to a very considerable portion of the pupils, and the hearing of thirteen has been materially benefited during the past year by the use of the ear-tube and the training of the hearing, given in the speech classes.

A new feature in the work of teaching speech to the deaf has been introduced at this school during the past year. The printed words we are accustomed to in books are addressed to sight rather than to hearing, the deaf of this school and many other deaf persons, the better educated of those throughout the country, are accustomed to orthographic intercourse through the manual alphabet in the form printed in dictionaries, and in general use by the hearing as well as the deaf. Such deaf persons spell better than the hearing, but they have no visible guides by which they are able to give a definite exactness to their speech that is satisfactory to themselves. The Phonetic Manual Alphabet, recently devised by Mr. Edmund Lyon, of Rochester, we hope will accomplish this, as it is based upon the

scientific analysis and presentation of sounds, not according to their effect upon the ear, but according to the position of the vocal organs in their utterance, as elaborated by A. Melville Bell in his Universal Phonetic Alphabet called *Visible Speech*. Every position of the hand corresponds to one of the more than one hundred possible positions of the vocal organs depicted in the Visible Speech characters, which we have long used in teaching speech to the deaf. We use about fifty of these visible elements, representing the elements of English speech. This manual has greatly interested our pupils, but the actual benefit it will be in teaching speech can only be determined by the result of future work. We are confident from our short use of it, that we find the alphabet a positive benefit to the deaf.

At the twelfth convention of instructors of the deaf, which was held at the New York Institution at Washington Heights, N. Y., in August last, there was effected an important organization. The American Association for the Promotion of Teaching Speech to the Deaf. Its purpose is to co-operate with all schools now engaged in the education of the deaf, not antagonizing the methods or interests of any, to the end that every deaf-mute child in America shall have the opportunity opened to him to learn to speak. This organization at its foundation received from Dr. A. Graham Bell a gift of \$25,000.

Applicants for positions as teachers are not required to pass special examinations. It has been the custom to consider no application except those of normal school or college graduates, or teachers of the deaf of established reputations. Diplomas from normal school or college, supplemented by correspondence with former instructors or correspondence with principals or trustees in charge of schools in which applicants have taught, are regarded as of more value in determining the character, culture and adaptation of the applicant than a written examination.

It need hardly be explained that in the instruction of the deaf difficulties peculiar to the work are constantly arising, which can be wisely adjusted only by experts and such command good salaries. The scale of salaries paid to instructors is graded to correspond to the salaries paid to instructors in high schools and academies.

Of the teachers employed in the school during the past year, three had established national reputations as teachers of the deaf before engagement here; four are college graduates; five were trained in normal schools and normal training classes; two had been employed as officers in the domestic department for several years, during which time they attended the normal classes in the institution, and normal training classes in the city. The average duration of time which the thirty-six teachers who have been connected with the school have spent with us, is six years. During the past year no deaf teachers have been employed.

In the school we have a library of 1,500 volumes. Our pupils have access to the city public school library which contains 18,000 volumes. Our class-rooms are supplied with all scientific and illustrative apparatus that has been needed in the subjects taught; and as the classes change class-rooms at the end of every forty-minute recitation period, the teachers are enabled to take charge of specialities, as the teacher who has charge of natural science is supplied with all the necessary

appurtenances and laboratory appliances that we have found useful as aids in illustrating this department of our work; the teachers in geography, history, arithmetic, and all of the different subjects that are taught in the school, have in their several class-rooms a better supply of illustrative apparatus than it would have been possible for the school to furnish, if each teacher taught all subjects.

There has been during the past year no material change in the buildings and grounds. The chapel has been ceiled and wainscoted with varnished panelings in wood, and considerable money has been expended in the repairs of roofs and in repainting all the buildings throughout.

Respectfully yours,

Z. F. WESTERVELT.

Superintendent and Principal.

ROCHESTER, November 17, 1890.

LE COUTEULX ST. MARY'S INSTITUTION FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES.

HON. A. S. DRAPER, *Superintendent of Public Instruction* :

SIR.—In compliance with your request, I respectfully submit the following statement regarding the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes for the fiscal year ending September 30, 1890:

The number of pupils in attendance at the date of my last report was 141; seventeen have been admitted; twenty-six withdrawn and three have died; leaving the present number 129; sixty-seven males and sixty-two females. Of this number sixty-five are State pupils, thirty-six are supported by counties, twenty by friends and eight by the institution.

The general health of the household has been excellent. We regret, however, to have to record four deaths—Sister M. Agnes Bernard, and three boys of the primary department. Two of the boys died of diphtheria, which they contracted while spending the Christmas holidays at their homes. The third died of pneumonia. All received the most devoted attention of our physician and the most careful nursing. Sister M. Agnes Bernard died in the spring after a brief illness. She had been matron of the boys' primary department for five years.

It is a source of gratification to us to be able to report that the past year has been one of continued prosperity. The labor of the teachers has been well directed, painstaking and thorough, and the pupils have, in the main, made commendable progress.

The number of teachers is the same as last year. Miss Margaret Stanton, who had been with us for a number of years, resigned in January. The vacancy thus caused has been filled by one who had had previous experience as a teacher, and had received special training for the work.

We have endeavored to so manage the affairs of the institution as to accomplish the most beneficial results for those who are the recipients of the benefits to be conferred by the founding and maintaining

of this branch of educational work. We have associated with us such persons only, as by education and practice, are qualified to undertake and execute the several duties assigned them.

The experience of years and careful observation, confirm the statement made in previous reports on the subject of oral teaching. Recognizing the fact that quite a proportion of the pupils received into our school possess the ability to acquire speech, provision is made to teach articulation and lip-reading to all such, provided after a fair trial they give evidence of success. Some can not be taught by this method to the extent that they can be taught by the combined method. By the *combined* method is meant the union or combination of the sign, oral and manual systems, employing each or all so far as the condition and ability of the pupil warrants. We seek, as far as possible, to adapt our methods to the evident requirements of the pupil without regard to general theories upon the subject.

Two of our most experienced teachers visited several of the "pure oral" schools, last fall, for the purpose of comparing results. They found, that while in some instances the speech and lip-reading of the pupils were better than those taught by the combined method, their intellectual development was not, as a rule, so satisfactory.

One great aim of our school-room work is to impart to our pupils a knowledge of the English language, so that they may be able to write and understand it correctly. To this end, language lessons form an important part of daily instruction throughout the entire course. As soon as the pupils are able to write and understand sentences, to describe objects and actions correctly, they are allowed to take up arithmetic, geography, history, etc. The pupils are encouraged in every way possible to improve themselves by reading. The reading-rooms which were fitted up two years ago, are highly appreciated by them, and the influence on their conduct has been salutary.

While the intellectual development of the children committed to our care has received diligent and careful attention, their industrial training has not been overlooked or forgotten. The older pupils devote about three and a half hours daily to work in the industrial department. By this arrangement habits of industry are formed and the pupils leave school with minds that can think, and hands that can do skillful work. As previously stated, the boys are instructed in printing, tailoring, shoemaking and painting; the girls in plain sewing, dressmaking, fancy work, cooking and household economy.

Four delegates from our institution attended the twelfth convention of American instructors of the deaf, which was held in the New York Institution last August. It was the largest convention of the kind ever held. Earnestness and enthusiasm marked the proceedings from beginning to end. The papers read, and the discussions were of great value. The meeting with so many others all animated by a common purpose had a stimulating effect.

During the year the institution has been officially visited by committees of Supervisors and the commissioner of the State Board of Charities. The annual visit of the Erie county board of supervisors is looked forward to with pleasure by the pupils, many of whom are personally known to its members. Thus their progress from year to year is noted and they are encouraged to make greater efforts.

In conclusion, I thank the Department of Public Instruction for uniform kindness and courtesy at all times, and ask that the appropriation be made for seventy-five State pupils, the estimated number for the coming year.

Respectfully submitted,

SISTER MARY ANNE BURKE,

Principal.

BUFFALO, N. Y., October 3, 1890.

NORTHERN NEW YORK INSTITUTION FOR DEAF-MUTES.

Hon. A. S. DRAPER, *Superintendent of Public Instruction* :

SIR.—Replying to your request of September third, I would herewith respectfully submit the sixth annual report of the Northern New York Institution for Deaf-Mutes, located at Malone, for the fiscal year ending September 30, 1890.

The whole number of pupils who received instruction here during the year was eighty-nine; sixty-two State pupils and twenty-seven county pupils, divided according to sex as follows, viz.: Fifty-three males and thirty-six females. The average attendance was seventy-eight. At the opening of the present year, October 1, 1890, several pupils have not returned and a few have withdrawn, making the present attendance seventy, which includes sixteen new admissions. These are under the instruction of five teachers, one of whom is engaged to give special instruction in articulation and lip-reading. Our industrial department has continued with success. Shoemaking, tailoring, dressmaking and plain sewing are the only trades at present taught to the pupils. We expect soon to add printing and cabinet-making. The shoes worn by our pupils are manufactured at our shoe shop, also the suits for the boys at our tailor shop.

The health of the pupils has been maintained at a high standard, and no death has occurred among their number since the school was established in 1884, although in December last the assistant matron, Miss Grace A. Rider, died of consumption.

In March last we took possession of our new building, the facilities of which, for more successfully carrying on the work of the school, were at once manifest.

The twelfth convention of American instructors of the deaf was held in August last at the New York Institution for the Instruction of the Deaf and Dumb. Our institution was represented by six of our officers. It is needless to say that we came away with our convictions greatly strengthened in favor of the combined system of instructing the deaf. The principals and teachers who were in attendance to the number of over 300 were almost to a unit in its favor. Inasmuch as a full report of the proceedings of the convention will be forthcoming, it is not my intention to discuss this system. It was my good fortune to come upon the stage when the practicability of raising the once despised and neglected deaf-mute to the intellectual rank and to the social privileges of his race had long since ceased to be merely an experiment, but had become an established fact. The old prejudices which

impeded the progress of our predecessors, were, for the most part, broken down. All now seem content to meet upon a common ground for mutual instruction and mutual encouragement. As an evidence of the prevalence of this spirit, it is not a little interesting to observe that the system of instruction is exactly alike in a majority of the schools for the deaf in this country. For myself I have been content to follow in the foot-prints of those wise and good men who have given the best efforts of their lives to devising and perfecting this system of instruction, having for its object the greatest good to the greatest number, at the lowest expense.

Our system of instruction may be briefly explained, and I believe I echo the sentiments of the most experienced instructors of the deaf when I say that what the deaf-mute wants is language. It is our aim to present the English language to our pupils in a close and living connection with the facts and occurrences of real life. All the exercises are of a strictly practical nature. They are not only appropriate and correct examples illustrating words, but actual exhibitions, as far as practicable, of the things, facts, or events described. When these exercises are not practicable, signs in their natural order are resorted to. These never fail us and they present to the mind of the deaf a clear and graphic picture of the things, facts and incidents of actual occurrence. Pupils who enter our institution under favorable conditions, easily overcome their first difficulties, and their improvement is such as to astonish those familiar with the best work in the primary departments of public schools. This explains why the public receive mistaken notions of the real progress of the deaf-mute. After a pupil has passed a few terms at school, the contrast between actual and former conditions is, indeed, very striking. A little family partiality is sufficient to convince him and his friends that his improvement is very much greater than it is in fact. They point to his ability to write legibly, rapidly, neatly, and with correct orthography. He seems to understand what he reads. He displays considerable general information, and has acquired correct ideas on the leading points of our religious belief. It is difficult to convince his parents that he is not sufficiently well educated to make his way in the world by his own unaided efforts thereafter. Time passes on, and the deaf-mute and his friends soon discover that his knowledge of language is superficial. He finds himself constantly making mortifying mistakes, and his feelings are deeply wounded thereby. He soon becomes so discouraged that both writing and reading become irksome tasks. The consequence is, he soon slides back into his former condition. We know not how true it is that what little a pupil learns in a few terms at school, unless supplemented by a thorough course of study, generally increases his temptations to vice and sensuality, and deprives him of all chances for future improvement. We do know, however, that the whole term allowed by law is barely sufficient to accomplish for our pupils all that we wish to do for them. Therefore, any unnecessary shortening of this term of instruction is a heavy and far-reaching responsibility for the parents and friends to assume. When we compare the inestimable value to a deaf-mute of the privileges of an education, and the trifling expense and exertion on the part of the parents necessary to secure these privileges, it seems beyond belief

that parents can be found so blind to the best interests of their children as to refuse or neglect the priceless boon offered them.

We have repeatedly had occasion to acknowledge the liberality of the State in providing for the support and tuition of the deaf-mutes of our institution. We now have occasion to thank the Legislature for giving us a building which, in the opinion of intelligent and candid observers, is second to none in the State in its means of imparting a thorough education in the general acceptance of the word, and in its appointments for the comfort and health of the pupils. Instruction, in all the ordinary branches of a good English education, the constant and vigilant care of morals by precept and example, careful training in some profitable handicraft, and the services of the best medical skill are the advantages offered to the deaf-mutes by this institution.

In conclusion I must say that I can not allow this report to leave my hands without first begging you to accept my thanks for the uniform and prompt attention which I have received from your department on all occasions.

Very respectfully submitted.

HENRY C. RIDER,
Superintendent.

MALONE, N. Y., *October 8, 1890.*

3. STATISTICAL TABLE.

The following table shows the number of pupils in the institutions for the deaf and dumb, to which appointments are made by this Department, and how supported; also the number appointed during the year.

	State.	County.	Parents, etc.	Total.	Appointments.*
New York Institution	244	100	5	349	28
New York Improved	108	96	8	212	15
Fordham	138	121	23	282	26
Rome	122	34	....	156	18
Rochester	127	44	....	171	14
Buffalo	65	36	20	121	6
Malone	62	27	....	89	11
Total	866	458	56	1,380	118

* To November 20, 1890.

EXHIBIT No. 11.

INSTITUTION FOR THE BLIND.

REPORT OF SUPERINTENDENT.



INSTITUTION FOR THE BLIND.

REPORT OF THE SUPERINTENDENT OF THE NEW YORK INSTITUTION FOR THE BLIND.

HON. A. S. DRAPER, *Superintendent of Public Instruction* :

DEAR SIR.—In compliance with your request of September third, I beg to submit the following statement.

Number of pupils September 30, 1889.....	199
Admitted during the year	44
Whole number instructed	243
Reductions	37
Remaining September 30, 1890	206

The general health of the school has been good. Among our pupils will always be found individuals of low vitality, while the necessary effect of blindness upon all, is to restrict activity and growth, and induce a disposition of physical inertness.

Nevertheless, by means of substantial and suitably varied diet, daily exercise, and regular attendance upon the varied duties of the school, our pupils exhibit a good standard of health, and are capable of a degree of sustained effort in school work, that can hardly be surpassed by pupils of similar age and grade in any school.

Among the branches adapted to the special instruction of the female pupils, household economy has been given a place. What can we do for our girls? Difficult as is the problem of education as related to the boys, the solution is much easier than in the case of the girls.

It is evident that there are but few occupations in which a blind woman may engage for a money compensation. But within every household there is a wide range of duties which not only afford daily occupation of a healthful and active kind, but the proper performance of which is a valuable service, representing money earned, and which requires the attention of a mind well trained in the use of knowledge relating to the various branches of the household.

The instruction given relates to the geography and production of foods, their preparation for market, their kinds, grades and values, the modes by which they are properly combined and prepared for use; the various processes of cooking; the use, names, manipulation and care of culinary and other household utensils, dexterity in handling, measuring, and mixing solids and liquids, tests of sufficiency in baking, boiling, etc., the care and economical use of foods both before and after cooking, and such other matters as belong to the keeping of a well-regulated household.

With such knowledge and training, the blind girl, if she has the force and character which every capable person must possess, will find pleasant employment and render valuable service in her home. She

may save herself and her friends from the humiliation which in adult life, necessarily attaches to incompetence and an unearned support, and enjoy the independence and happiness which idle persons can never know.

It is difficult to imagine any home, however lowly or luxurious, which would not be better and happier because of the efficient participation in its affairs by a blind daughter.

During the year, twenty-four girls, arranged in classes of four each, have been instructed in this subject. They have been deeply interested, and have made excellent progress.

The course of study followed in the several departments, and a schedule showing the manner in which the pupils are occupied throughout a day of school work, are appended.

All of which is respectfully submitted.

WM. B. WAIT,
Superintendent.

NINTH AVE. AND THIRTY-FOURTH ST., NEW YORK CITY, Oct. 2, 1890.

THE NEW YORK INSTITUTION FOR THE BLIND.

COURSE OF INSTRUCTION.

Kindergarten.

The usual course is followed, the pupils being arranged in two grades.

Literary Department.

Subprimary Grade.—Reading, spelling, number.

Primary Grade.—Reading, spelling, arithmetic.

Intermediate Grade.—Reading, spelling, geography, with dissected maps, English history, object lessons.

Subjunior Grade.—Reading, spelling, geography with maps, American history, point writing and composition.

Senior Grade.—Algebra, geometry, logic, mental and moral philosophy, science of government, rhetoric, composition, natural philosophy, political economy.

Music Department.

VOCAL.

Junior Class.—Exercises for the control of breath, and the formation and articulation of tones, with practice of scales, intervals, and pieces, and training of the ear.

Senior Class.—The same continued with part singing.

INSTRUMENTAL.

Piano, organ, guitar.

THEORETICAL AND PRACTICAL.

Staff notation, point system of tangible music, harmonic notation, harmony, counterpoint, history of music, theory and practice of teaching, piano tuning.

Industrial Department.

The boys are taught cane seating and mattress making, and with the aid of model are instructed to perform such manipulation of the piano action and strings as are incident to the art of piano tuning.

The girls are taught sewing and knitting by hand and by machine, embroidery, crocheting, weaving cord laces, and such manipulations of needle, thread, worsted, etc., as are used in producing useful and ornamental articles; also cooking and household economy.

Physical Training.

Daily class exercises for all grades.

Daily Program.

A. M.—8 TO 8.10.

Chapel exercises.

8.10 TO 9.

Pupils.

Subsenior grade, arithmetic.....	24
Junior, language.....	22
Subjunior, physiology.....	24
Intermediate grade, geography	21
First primary grade, object lessons.....	19
Second primary grade, familiar science.....	16
Subprimary grade, familiar lessons.....	12
Kindergarten.....	21
Point print musical notation.....	11
Piano.....	16
Organ.....	1
Guitar.....	6
Piano tuning.....	7
Mattress making.....	2
Cane seating.....	2
Sewing, knitting, etc.....	10

9 TO 9.50.

Senior grade, arithmetic.....	17
Senior and subsenior grade, natural philosophy.....	20
Junior grade, English history.....	23
Subjunior grade, arithmetic	16
Reading and spelling	51
Kindergarten.....	21
Harmony.....	11
Point print musical notation.....	20
Piano.....	8
Organ.....	1
Piano tuning.....	9
Mattress making.....	2
Sewing, knitting, etc.....	11

9.50 TO 10.

Recess.

10 TO 10.45.

Senior and subsenior, rhetoric and literature	18
Junior grade, arithmetic	24
Subjunior, arithmetic.....	25
Intermediate, arithmetic	25
First primary, arithmetic.....	28
Second primary, arithmetic	12
Subprimary, arithmetic.....	13
Kindergarten.....	21
Harmony.....	5
Piano.....	10
Organ.....	1
Harmony and counterpoint	15
Piano tuning.....	8
Mattress making	2
Sewing, knitting, etc.....	7

10.45 TO 11.30.

Senior and subsenior grade, algebra.....	27
Junior, grammar.....	21
Intermediate grade, United States history.....	24
First primary grade, geography	24
Second primary grade, object lessons.....	15
Kindergarten.....	21
Harmonic notation.....	9
Piano.....	11
Organ.....	1
Piano tuning.....	8
Mattress making	3
Sewing, knitting, etc.....	11

11.30 TO 11.45.

Recess.

11 45 TO 12.45.

All grades, gymnastics and elocution	183
Senior grade, geometry.....	1
Piano tuning	14
Mattress making.....	5
Cane seating.....	5

P. M. — 1.45 TO 2.25.

Senior singing class	83
Junior singing class, boys' division	35
Piano.....	15
Piano tuning.....	9

	Pupils.
Mattress making	3
Cane seating.....	37
Hand knitting	5
Hand sewing.....	1
Machine knitting.....	2
Crocheting.....	2
2.25 TO 3.05.	
Junior singing class, girls' division	27
Piano	17
Piano tuning.....	9
Mattress making	8
Cane seating.....	38
Hand knitting	25
Hand sewing.....	4
Machine knitting.....	3
Machine sewing	4
Crocheting	5
Cooking and household economy.....	4
Type-writing	13
3.05 TO 3.15.	
Recess.	
3.15 TO 3.55.	
Piano	29
Organ.....	1
Piano tuning.....	7
Kindergarten	11
Mattress making	6
Cane seating.....	42
Hand knitting	25
Hand sewing.....	4
Crocheting	4
Cooking and household economy.....	4
Type-writing	12
Bead work.....	21
3.55 TO 4.30.	
Piano	38
Organ	1
Piano tuning.....	7
Kindergarten	11
Mattress making	6
Cane seating.....	37
Hand knitting	25
Hand sewing.....	4
Machine knitting.....	3
Machine sewing	4
Crocheting	4
Cooking and household economy.....	4
Bead work	22
Arithmetic	10
4.30 TO 5.	
Piano	26
Organ.....	1
Piano tuning.....	7
Mattress making	8
Cane seating.....	43
Cooking and household economy.....	4
Arithmetic	37

Except from 6 to 6 30 P. M., the time from 5 to 8.30 is divided into half hours, and occupied in reading, general study, and the practice of piano, organ, guitar and harmony lessons.

EXHIBIT NO. 12.

UNIFORM EXAMINATIONS

FOR

COMMISSIONERS' CERTIFICATES.

1. REGULATIONS GOVERNING UNIFORM EXAMINATIONS.
 2. QUESTIONS SUBMITTED AT EXAMINATIONS, FROM JANUARY TO
DECEMBER, 1890, INCLUSIVE.
 3. STATISTICAL TABLE SHOWING RESULTS BY COMMISSIONER DISTRICTS.
 4. LIST OF FIRST-GRADE CERTIFICATES GRANTED BY SCHOOL COM-
MISSIONERS SINCE OCTOBER 15, 1889.
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UNIFORM EXAMINATIONS

FOR

COMMISSIONERS' CERTIFICATES.

I. REGULATIONS GOVERNING UNIFORM EXAMINATIONS FOR COMMISSIONERS' CERTIFICATES.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, }
ALBANY, August 1, 1890.

To School Commissioners:

The following regulations, in reference to uniform examinations for commissioners' certificates, are hereby established and prescribed for the guidance of school commissioners:

Regulations.

I. GRADES OF CERTIFICATES.

1. Teachers' certificates issued by school commissioners shall be of three grades—first, second and third.

2. Certificates of the first grade shall be issued for a term of five years. On their expiration, from time to time, these certificates may be renewed at the discretion of the school commissioner, without re-examination.

3. Certificates of the second grade shall be issued for a term of two years, and shall be renewed only upon re-examination.

4. Certificates of the third grade shall be issued for a term of six months, shall be limited to a particular school or grade, and shall in no case be issued to the same person more than twice. The candidate may take the examination at any appointed time or place, but a certificate shall be issued only after the candidate shall have made an engagement to teach, approved by the school commissioner. If, after passing an examination, a candidate engage to teach within the jurisdiction of another commissioner, the answer papers shall be transferred to said commissioner upon his requisition. Third-grade certificates shall be dated when issued; but not more than one year shall intervene between the examination and the issuance of the certificate. Certificates of other grades shall be issued as soon as practicable after the completion of the examination, and shall bear date corresponding to the final examination.

5. In addition to the foregoing, school commissioners may grant temporary licenses for a time not exceeding six weeks, in cases where public convenience absolutely requires it, and applicants shall present satisfactory reasons for not having been present at a regular examination. A temporary license shall not be renewed except by direction of the State Superintendent of Public Instruction.

II. QUALIFICATIONS OF CANDIDATES.

I. *Experience.*

6. Candidates for certificates of the first grade must have taught successfully for at least two years.

7. Candidates for certificates of the second grade must have taught successfully for a period of not less than sixteen weeks.

II. *Educational requirements.*

8. Candidates for certificates of the third grade shall be required to pass an oral examination in reading, and a written examination in arithmetic, composition, geography, grammar, orthography, penmanship, and physiology and hygiene.

9. Candidates for certificates of the second grade shall be required to pass an oral examination in reading, and a written examination in the subjects required for certificates of the third grade; also in American history, civil government, methods and school economy, current topics, and drawing from copies and from objects.

10. Candidates for certificates of the first grade shall be required to pass a written examination in the subjects required for a certificate of the second grade, with exception of reading; also in algebra, book-keeping, physics and school law.

11. The questions in written examinations for certificates of the second and third grades shall be the same so far as the subjects are the same, the difference in educational qualifications for these grades being determined by the difference in the standings attained.

12. Candidates for certificates of the third grade must attain a standing of at least sixty per cent in arithmetic, geography, grammar and orthography, and an average standing of at least sixty per cent of all the other subjects.

13. Candidates for certificates of the second grade must attain a standing of at least seventy-five per cent in arithmetic, geography, grammar, penmanship, methods and school economy, and orthography, and an average standing of at least seventy-five per cent in all the other subjects,

14. Candidates in the second and third-grade examination for their first certificate in either of said grades, shall be exempt from examination in any subject in which they have attained a standing of seventy-five per cent in any previous examination held not more than six months before. But for any subsequent certificate such exemption shall extend only to the last preceding examination held.

15. For certificates of the first grade, separate examinations shall be held, and candidates must attain a standing of at least seventy-five per cent in arithmetic, geography, grammar, penmanship, methods and school economy, and orthography, and an average standing of at least seventy-five per cent in all the other subjects.

16. All candidates for certificates of the first grade, who attain the required percentage in any one of the designated subjects, but not in all, will be credited for those studies in which they shall have passed, and a partial certificate to this effect will be given by the school commissioner. On passing the required percentage in the remaining designated subjects at the *next* subsequent examination of the first grade, they will receive the regular certificate of that grade.

17. Candidates undertaking the first-grade examination and failing to attain the standard required for a certificate of that grade, may be given a certificate of the second or third grade, provided the percentages attained are as high as required in that grade; but no credits obtained in a second-grade or third-grade examination shall be allowed in an examination for a first-grade certificate.

18. Candidates for certificates of any grade shall be exempt from examination in any subject in which they have attained a standing of seventy-five per cent in an examination for a State certificate.

19. No paper that shows a standing of less than fifty per cent shall be accepted in examinations for certificates of any grade.

20. School commissioners may, in their discretion, supplement these examinations with other questions, demand a higher percentage than that above required, or refuse to admit a candidate to the examination, or to grant him a certificate after he has attained the required standing.

III. MARKING.

21. The standing shall be marked on the basis of the marginal numbers placed after the several questions, a portion of credits being allowed on any answer or process that admits of division, shows knowledge of principles, or gives an essential part of the information called for.

22. In marking standings in orthography, both spelling and use of capital letters must be regarded; but no percentage shall be recorded in orthography until a candidate has completed his examination. Partial certificates must show the number of words misspelled in the subjects taken. No candidate whose papers show more than twenty-five misspelled words ought to receive a certificate in any grade.

IV. TIMES FOR EXAMINATIONS.

23. Examinations for certificates of the second and third grades shall, unless omitted in the discretion of the school commissioner, be held in each commissioner district on

the third Saturday of January, the second Saturday each of February and June, the first Saturday each of April, September, October and November, the first Tuesday of March, and the third Tuesday of August. Examinations for certificates of the first grade shall begin on the first Tuesday of March, and the third Tuesday of August, and continue two days. No examination shall be held upon any other date than those above enumerated except by direction of the State Superintendent of Public Instruction.

V. INDORSEMENT OF CERTIFICATES.

24. Certificates of the first and second grades shall be valid in any commissioner district of the State, when indorsed by the school commissioner of the district.

VI. RECORDS OF EXAMINATIONS.

25. All answer papers submitted by candidates shall be indorsed in ink by the school commissioner, with the standing attained, and placed on file in his office, subject to the order of the State Superintendent of Public Instruction.

26. Records of all examinations shall be kept by the commissioner in a book furnished by the Department of Public Instruction for that purpose, and which shall be delivered to his successor in office.

VII. FORMS OF CERTIFICATES.

27. Blank certificates of the prescribed form will be furnished for the use of the commissioners by the Department of Public Instruction.

VIII. PLACES OF EXAMINATIONS.

28. Commissioners shall give due notice of the places of examinations and the hour at which they will begin.

29. Commissioners should publish a permanent schedule indicating the place at which each examination during the year will be held, which should be so arranged as to meet the convenience of the entire district.

30. Examinations shall be held in but one place in any school commissioner district upon any given date.

STATEMENT OF CANDIDATES.

31. Before entering upon examination, candidates will be required to fill out a copy of the following:

Full name
Home P. O.
Age
Successful experience in teaching.....terms.
References as to moral character.....
.....
Last certificate:
Grade..... Date.....
Issued by.....
Have held..... second-grade certificates.
Have held..... third-grade certificates.
Have held..... temporary license.
Am exempt from examination in
.....
.....

Copies of the above form will be supplied by the Department.

PROGRAM FOR SECOND AND THIRD GRADES.

32. Examinations for certificates of the second and third grades will be held according to the following program:

- A. M.— Arithmetic, geography, civil government, drawing, reading.
- P. M.— Composition, grammar, physiology and hygiene, American history, current topics, methods and school economy.

PROGRAM FOR FIRST GRADE.

33. Examinations for certificates of the first grade will be held according to the following program:

Tuesday.

- A. M.— Arithmetic, geography, drawing.
- P. M.— Composition, grammar, physiology and hygiene, current topics.

Wednesday.

A. M.—American history, algebra, book-keeping.

P. M.—Civil government, school law, physics, methods and school economy.

NOTES.

1. Penmanship will be judged from the papers on geography and orthography from all of the papers.
2. Twenty-five per cent of the credits of papers on composition will depend upon the *general excellence* of all papers submitted, with reference to neatness, order and punctuation.
3. In the solution of problems, every process must be indicated. Mere answers will not be accepted.
4. The examinations in each subject will be restricted to the half-day designated in the program.
5. Collusion between candidates or any other act of dishonesty will wholly vitiate their examination.
6. Answer papers should be written in ink, arranged and filed in good order.
7. Questions to be used in these examinations, together with the answers thereto, will be issued by the Department and forwarded to school commissioners in sealed envelopes; *these must be first opened in the presence of the class at the time for the examination.*
8. Answers will be furnished to commissioners—the envelope containing the same not to be opened until the close of the examination.
9. Candidates must supply themselves with necessary material, and to secure uniformity, legal cap paper will be used.
10. Books for records of examination will be furnished to school commissioners by the Department.
11. Candidates are not eligible to enter an examination for a first-grade certificate until they have had two years' successful experience in teaching; nor are candidates eligible to enter an examination for a second-grade certificate, until they have had sixteen weeks' experience in teaching.
12. In marking partial certificates of the first grade, commissioners will draw a line through all subjects not taken, and will cross out all standing below seventy-five per cent in arithmetic, geography, grammar, penmanship, and methods and school economy, and all below fifty per cent in the remaining subjects.
13. In determining standings in orthography, in examinations of the first and second grades, each different word misspelled should count one per cent off, from a total of one hundred credits. In examinations for third-grade certificates, each different word misspelled should count one and three-fifths per cent off, from a total of one hundred credits. The same word misspelled more than once should count as but a single word.

A. S. DRAPER,

State Superintendent.

II. QUESTIONS FOR EXAMINATIONS.

Uniform Examinations for Commissioners' Certificates, Issued from the Department of Public Instruction, from January to December, 1890, inclusive.

SATURDAY, JANUARY 11, 1890—SECOND AND THIRD GRADES.

A. M.

Arithmetic.

1. Write in words (a) .267; (b) 200.067; (c) $\frac{260}{7000}$; (d) $200\frac{60}{7000}$. 10
2. Reduce .1675 bu. to integers of lower denominations. 10
3. Find the base of a right-angled triangle whose perpendicular is 21 feet and hypotenuse 75 feet. 10
4. The different prime factors found in a set of numbers are 2, 2, 7, 13, 29 and from these factors may be formed any number in the set. Find the least common multiple of the numbers. 10

5. Divide 22.5 by 51.75, and express the result in the form of a common fraction. 10
6. Find the cost of 96 feet of pine lumber at \$25 per M and 1,650 lath at \$.18 per C. 10
7. If a merchant pays 6¼c. per yard for muslin, and sells the same for 7¼c. per yard, what is his gain per cent? 10
8. How much shall I receive for 16 shares of bank stock sold at 127¼, brokerage ½ %? 10
9. In what time will \$726 amount to \$764.35 at 6 % per annum? 10
10. Change the expression $\frac{3}{7} = \frac{1\frac{5}{5}}{3\frac{5}{5}}$ to the form of a proportion, and prove that the proportion thus formed is true. 10

Geography.

1. What determines the location of the Tropic of Capricorn? 10
2. The climate of Long Island is milder than it is 200 miles west of it in the same latitude. Why? 10
3. Name one of the United States extensively engaged in the cultivation of cotton; of wool; of tobacco; of oranges; of wheat. 10
4. Name the largest two cities on Lake Erie. 10
5. Draw an outline of the State of Pennsylvania. 10
6. Name an island belonging to each of the following States: Me., Mass., R. I., N. Y., Tex. 10
7. Under what national government are the following cities, respectively: Tokio, Nankin, Calcutta, Melbourne, Tobolsk? 10
8. What water is crossed in passing from England to France by the shortest route? 10
9. Locate the following mountains: The Apennines; the Caucasus. 10
10. Name a country or locality in which each of the following animals are found native, respectively: The white bear; the antelope; the armadillo; the camel; the musk ox. 10

Civil Government.

Of the following questions, the candidates will answer only six, to each of which sixteen and two-thirds credits are assigned.

1. Where is the pardoning power vested in this State? In the United States?
2. What is the lowest court held in this State?
3. By what voters is a supervisor elected? A Member of Assembly?
4. What is a constitutional monarchy? Name one in Europe.
5. What is meant by becoming naturalized?
6. How is the Attorney-General of this State chosen? The Superintendent of Insurance?
7. What power in the decision of questions have justices of sessions?
8. What is a statute law?

Drawing.

Of the following questions, the candidates will answer only six, to each of which sixteen and two-thirds credits are assigned.

1. What are the three solids first presented in form study?
2. In what direction should vertical lines be drawn? Horizontal lines?
3. Draw the top view and the front view of a cube, two inches on each edge?
4. How is an edge formed?
5. Make a top view and an edge view of a silver dollar placed horizontally?
6. What are the three great divisions in drawing?
7. Where should you begin in drawing a circle? In what position should the pencil be held?
8. Represent a cylinder standing vertically with its top face on a level with the eye.

Reading.

To be supplied by the commissioner.

P. M.

Composition.

Write a composition on one of the following subjects:

Some Books I Have Read.

A Letter to a Friend Narrating the Experience of this Day.

Snow.

Credits will be given on the merits of the composition with particular reference to three points:

1. The matter, *i. e.*, the thoughts expressed. 25
2. The correctness and propriety of the language used. 25
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance. 25

(For remaining 25 credits, see Regulations.)

Grammar.

"As the woman heard,
Fast flow'd the current of her easy tears,
While in her heart she yearn'd incessantly
To rush abroad all round the little haven,
Proclaiming Enoch Arden and his woes."

—Tennyson.

The first seven questions refer to the above selection.

NOTES.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (*a*) subject clauses; (*b*) objective clauses; (*c*) adjective clauses; (*d*) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase or clause.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized — the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the modifications of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, *viz.*, transitive and intransitive; and treat voice as a property of transitive verbs only.

13. In parsing a verb, observe the following order: principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Give three modifiers of *flowed*. 10
2. Give three modifiers of *yearned*. 10
3. Select two words used to connect clauses; state to what part of speech each belongs. 10
4. Select four adverbs not used to connect clauses. 10
5. Give syntax of *current*, and *woes*. 10
6. To what part of speech do *to rush* and *proclaiming* belong? What does each modify? 10
7. Conjugate the verb *yearned* in the progressive form, indicative mode and present tense. 10
8. What office is performed by a relative pronoun not performed by any other pronoun? 10
9. Write a sentence containing a noun in the first person. 10
10. Write a sentence containing a defective verb. 10

Physiology and Hygiene.

Of the following questions, the candidates will answer only six, to each of which sixteen and two-thirds credits are assigned:

1. Define the term hygiene.
2. What gland secretes the bile? From what is the bile secreted?
3. Name two properties of cartilage which make it useful in the joints.
4. Describe mucous membrane. Of what other membrane is it a continuation?
5. What bones form the frame-work of the thorax or chest cavity?
6. Why is less food required when labor is diminished?
7. In what way is frequent cleansing of the skin and clothing conducive to good health?
8. How is the temperature of the body maintained?

American History.

Of the following questions, the candidates will answer only six, to each of which sixteen and two-thirds credits are assigned:

1. Give an account of Ponce de Leon's discovery of Florida.
2. Name some of the Indian tribes formerly found in New York.

3. Give dates of the beginning and ending of the French and Indian War.
4. Mention three acts of the English king that were causes of the American Revolution?
5. During whose administration was the Black Hawk War? The Mexican War?
6. Name the written compact or State paper connected with each of the following dates:
1620, 1776, 1787 and 1863.
7. How was Texas acquired by the United States?
8. Mention one important result of the Civil War.

Current Topics.

Of the following questions, the candidates will answer only six, to each of which sixteen and two-thirds credits are assigned.

1. Who is Speaker of the United States House of Representatives? Of what State is he one of the representatives?
2. For the murder of whom were a number of men recently jointly tried in Chicago? The jury imposed what penalty upon the three adjudged most guilty?
3. What two cities of Massachusetts recently suffered greatly from fire? For the manufacture of what was one of them specially noted?
4. For the rescue of whom did Henry M. Stanley undertake his last expedition? What place on the coast did he finally reach?
5. Locate the State prisons in this State. The removal of which one to another location is now being considered?
6. What noted English poet died in December?
7. Who has been recently elected Speaker of the Assembly?
8. What disease imported from Europe is now epidemic in this country?
9. What two noted Southerners — representatives of the old and the new South respectively, died last month?
10. Who has been recently appointed Associate Justice of the Supreme Court of the United States in place of Stanley Matthews, deceased?
11. Who is the Member of Assembly from your district?
12. What prominent educational officer of this State died this month?

Methods and School Economy.

1. Describe two ways in which pupils below the third reader class can be profitably occupied while at their desks. 10
2. Would you name the pupil whom you will call up to recite, before you ask the question? Give reason for your answer. 10
- 3-4. State your questions and the pupil's probable answers in leading him to solve the following problem: Forty-five dollars is five-ninths of what sum of money? 20
5. What parts of the right hand and arm should rest on the desk or paper while writing? 10
6. What is the most important end to have in view in map drawing? 10
- 7-8. A pupil, who studies grammar, says "It was *him*." By what questions would you lead him to discover his error? 20
9. State the difference between grammatical and rhetorical pauses and their relation to each other in oral reading. 10
19. By which method would you teach primary reading? Give reason for your choice. 10

TUESDAY, MARCH 4, 1890.—SECOND AND THIRD GRADES.

A. M.

Arithmetic.

1. Write (a) in Arabic notation, three hundred trillion, three billion, thirty thousand;
(b) in words, 3,648.0294. 10
- . Reduce 240 rd. 4 yd. 1.2 ft. to the decimal of a mile. 10
3. In the written number 185.4 the number expressed by the first two (left hand) figures is how many times the value expressed by the second two figures? 10
4. $(\frac{3}{4} + \frac{7}{8}) \times \frac{4\frac{1}{2} \times \frac{9}{27}}{\frac{3}{7} \text{ of } 16\frac{4}{5}} = ?$ 10
5. If .01125 of the value of a piece of property is \$348.75. what is the whole value? 10
6. If I sell $\frac{2}{3}$ of farm for $\frac{3}{4}$ of what the farm cost me, what is my gain per cent? 10

7. How much money shall I remit to my broker in order that he may purchase for me 24 shares of D., L. & W. R. R. stock at a premium of $41\frac{1}{2}$ per cent, brokerage $\frac{1}{4}$ per cent, par value \$100 per share? 10
8. Find the amount to-day of \$210,25 at interest from January 2, 1889, at 5 per cent per annum. 10
9. Make and solve a problem illustrating the application of simple proportion. 10
10. A coal bin is 6 feet long and 4 feet wide. How deep must it be to contain 5 tons of stove coal, if one ton occupies 36 cubic feet of space? 10

Geography.

1. What angle measures the inclination of the earth's axis to the plane of its orbit or to the plane of the ecliptic? 10
2. Name two vegetable products which are extensively cultivated in this State to be used in beer-making. 10
3. Name an Indian reservation in this State. In what part of the State is it located? 10
4. Name one each of the United States extensively engaged in the manufacture of cotton cloth; of silk; of flour; of glassware; of carriages. 10
5. Name and locate the largest two cities in New England. 10
6. What river flows through the grandest cañon in the world? In what State is the mammoth cave located? 10
7. In what country is Lake Lucerne? Lake Baikal? Lake Titicaca? Lake of the Woods? Lake Victoria Nyanza? 10
8. Under what form of government (Monarchical or Republican) is each of the following nations: Prussia? Switzerland? Chili? Portugal? Italy? 10
9. Name a country or locality in which each of the following animals might be found native, respectively: The opossum; the wolf; the tiger; the boar; the tapir. 10
10. Name four countries bordering on France. 10

Civil Government.

Of the following questions, the candidates will answer only six, to each of which sixteen and two-thirds credits are assigned.

1. On what date, as ordered by the Constitution, does our State Legislature meet? The Congress of the United States?
2. At what elections or meetings can women vote in this State?
3. What is the writ of *habeas corpus*?
4. What is a Constitution?
5. State three of the duties of a sheriff.
6. How are the members of the President's Cabinet appointed?
7. State two things necessary to be done in naturalization.
8. Name three kinds of juries.

Drawing.

Of the following questions, the candidates will answer only six, to each of which sixteen and two-thirds credits are assigned.

1. Give what you consider a logical order for the study of the parts of a solid.
2. What drawings used in the trades belong to the department of Construction?
3. How does an oblique view of any plane figure differ from its true shape?
4. Draw an equilateral triangle; draw the altitude of the triangle and mark its apex "A."
5. Give an example of a curved edge and a straight edge.
6. When are lines perpendicular to each other? Illustrate.
7. Make six varieties of the type-form known as "kite-shaped."
8. Make a border six inches long and one inch wide, using two of the above kite forms in alternation.

Reading.

To be supplied by the commissioner.

P. M.

Composition.

Write a composition on one of the following subjects:

Home Decoration.

"La grippe."

A Description of a Storm.

Charity.

Credits will be given on the merits of the composition with particular reference to three points:

1. The matter, i. e., the thoughts expressed. 25
 2. The correctness and propriety of the language used. 25
 3. The orthography, punctuation, division into paragraphs, use of capitals and general appearance. 25
- (For remaining 25 credits, see regulations.)

Grammar.

- 1 Of all the dispositions and habits which lead to political prosperity, religion and
2 morality are indispensable supports. In vain would that man claim the tribute of
3 patriotism, who should labor to subvert these great pillars of human happiness
4 these firmest props of the duties of men and citizens.— *George Washington.*

The first seven questions refer to the above selection.

NOTES.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase or clause.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized—the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the modifications of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz., transitive and intransitive; and treat voice as a property of transitive verbs only.

13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Classify the clauses in accordance with note 2. 10
2. The relation between what words is shown by *of* (line 1)? 10
3. Give syntax of *which* (line 1), and *pillars* (line 3). 10
4. Select an example of each of the modes found in the selection. 10
5. Select three qualifying (descriptive) adjectives. 10
6. What part of speech is *to subvert*? What does it modify? 10
7. Rewrite the sentence, *In vain would that man claim the tribute of patriotism*, changing the voice of the verb. 10
8. Conjugate the verb *lead* in the active voice, indicative mode, future perfect (second future) tense, and common form. 10
9. Write a sentence containing a noun in the nominative case independent. 10
10. Write a sentence containing an infinitive without *to*. 10

Physiology and Hygiene.

Of the following questions the candidates will answer only six, to each of which sixteen and two-thirds credits are assigned.

1. Why can the condition of the stomach be inferred by examining the tongue?
2. Locate the metacarpal bones and state their number.
3. Describe the action of a muscle by which motion is produced.
4. What is chyme?
5. What office does the blood perform in nourishing the system?
6. Why is more food required in cold than in warm weather?
7. How is the trachea or windpipe located with reference to the œsophagus and the spinal column?

American History.

Of the following questions, the candidate will answer only six, to each of which sixteen and two-thirds credits are assigned.

1. Name five men who were prominent in exploring and settling the thirteen colonies, and give the nationality of each.
2. What had Edmund Andros to do with the early history of New York?

3. Account for the name "French and Indian War."
4. Give the substance of one of the Navigation Acts.
5. Describe one of the naval battles of the Revolution.
6. State facts about Generals Scott, Taylor and Santa Anna.
7. What two Presidents were elected by the House of Representatives?
8. Give an account of the first battle of Bull Run.

Current Topics.

Of the following questions, the candidates will answer only six, to each of which sixteen and two-thirds credits are assigned.

1. Bills for the admission of what two territories have been recently introduced in Congress?
2. What disposition has been made of the Parnell-Times libel suit?
3. When will the next Federal census be taken?
4. Narrate briefly the circumstances concerning the recent bereavement of Hon B. F. Tracy.
5. What affliction has recently befallen the family of Hon. James G. Blaine?
6. State three prominent measures introduced in the present Legislature.
7. What has recently called attention to Salt Lake City, Utah?
8. What four cities were the leading competitors for the location of the World's Fair to be held in this country in 1892? Which one was successful?
9. State facts concerning two recent rapid trips around the earth.
10. Who is the United States Commissioner of Education?

Methods and School Economy.

1. How would you lead a child to *understand* the process of reducing $9\frac{3}{4}$ to fourths? 10
2. Is it better that pupils stand, or sit, while reciting? Why? 10
3. How would you teach the position of objects and their direction from a given point? 10
4. What directions would you give pupils in regard to home study? Give reasons. 10
5. Name two subjects for composition, suitable for pupils from eight to twelve years old, and state your reason for considering them suitable. 10
6. Should the seats of a school room be arranged so as to bring the windows in front, or rear? To the right, or left? Give reasons. 10
7. What practical application of kindergarten principles may be made in the primary grades of our public schools? 10
8. What are the ends to be gained in Language study? 10
9. In what way may Language be taught incidentally with Geography? 10
10. Why should teachers have some knowledge of the history of education? 10

TUESDAY AND WEDNESDAY, MARCH 4 AND 5, 1890.—FIRST GRADE.

TUESDAY, A. M.

Arithmetic.

1. What fractional part of 30 rd. 5 yd. 1 ft. is 8 rd. 4 yd. 2 ft.? 10
2. Divide 550 into four parts that shall be in the ratio of 9, 11, 13, 17. 10
3. Find the diameter of a tree that is 13 ft. 4 in. in circumference. 10
4. Find the two equal factors that produce 47,524. 10
5. Reduce the couplet 27:45 (a) to its lowest integral terms; (b) to the form of a fraction, using the same terms that are used in the couplet. 10
6. A man walking at the rate of 3 mi. 96 rd. per hour, will walk how far in 5 hr. 16 min.? 10
7. William Wilson sold goods to the amount of \$1,000. One-half of his sales showed a profit of 25 per cent on the cost, and the remaining half a loss of 16% per cent on the cost. Required, the total cost of the goods. 10
8. If I buy stocks at 20% premium and sell the same at 10% discount, what per cent of my investment do I lose? 10
9. Find the amount, to-day, of \$187.40 at interest from November 3, 1889, at 4 per cent per annum. 10
10. Write a number that is in all the following classes: odd; composite; simple; integral; denominate. 10

Geography.

1. To an observer on the Arctic Circle, how high is the sun above the horizon at noon, on the 21st of June? How high at midnight? 10
2. The seasons are later in Oswego county than in localities on the same latitude in the eastern part of the State. Why? 10
3. Would the variation of the amount of water in the Hudson river be greater or less if the Adirondacks were stripped of forests? Why? 10
4. Name one each of the United States which yields, extensively, mineral coal; iron; salt; petroleum; lead. 10
5. In what State is the Yosemite Valley? From what Territory, mainly, was the Yellowstone National Park set off? 10
6. Draw an outline map of Massachusetts. 10
7. Give the location of Hartford; Omaha; Mobile; Seattle; Birmingham, U. S. 10
8. At what port of the United States do most immigrants land? Name four nations of Europe from which large numbers of emigrants come to the United States. 10
9. In what countries are the following rivers, principally or wholly: the Don? the Rhone? the Po? the Shannon? the Vistula? 10
10. In what country or locality does the reindeer abound? the jaguar? the giraffe? the ostrich? the lion? 10

Drawing.

1. What should precede drawing? Give reason for your answer. 10
2. What do you consider to be the chief value of the study of drawing? 10
3. Mention six type-solids which might be used during the first year. 10
4. Give a description of any two of these solids. 10
5. How many dimensions does one geometric view show? 10
6. Draw top view and front view of the cylinder and square prism, height twice the diameter. 10
7. Draw the top and front views of a square pyramid in an upright position, height twice the diameter of the base. 10
8. Draw the appearance of an upright cylinder below the level of the eye. 10
9. Mention three principles of arrangement in decoration. 10
10. Draw a four-inch circle; divide it into any number of equal parts, and make a pleasing arrangement consisting of the repetition of a unit of design around the center. Unite the parts by a strong central figure. 10

TUESDAY, P. M.

Composition.

Write a composition on either of the following subjects:

Home Decoration.

"La grippe."

A Description of a Storm.

Charity.

Credits will be given on the merits of the composition with particular reference to three points.

- (1). The matter, *i. e.*, the thoughts expressed. 25
- (2). The correctness and propriety of the language used. 25
- (3). The orthography, punctuation, division into paragraphs, use of capitals, and general appearance. 25

(For remaining 25 credits, see regulations.)

Grammar.

- 1 His companion had gone on shore with secret orders to make the best of his way to
- 2 Prince Maurice, to inform him of the arrival of the ship within the fortress, and of
- 3 the important fact which they had just learned, that Governor Lauzavechia, who had
- 4 heard rumors of some projected enterprise, and who suspected that the object aimed
- 5 at was Gertruydenberg, had suddenly taken his departure for that city, leaving as
- 6 his lieutenant his nephew Paolo, a raw lad quite incompetent to provide for the
- 7 safety of Breda.—*J. L. Motley.*

The first seven questions refer to the above selection.

NOTES.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase or clause.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized — the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the modifications of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz., transitive and intransitive; and treat voice as a property of transitive verbs only.

13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Select five subordinate clauses. 10
2. Select two verbs in the infinitive mode, and state what each modifies. 10
3. Select two participles, and state what each modifies. 10
4. Give two modifiers of *had gone*, and three modifiers of *arrival*. 10
5. Classify as parts of speech (a) *that* (line 3); (b) *that* (line 4); (c) *that* (line 5). 10
6. Give syntax of (a) *nephew* (line 6); (b) *lad* (line 6). 10
7. Select three different words used to connect clauses, and state to what part of speech each belongs. 10
8. By sentences, illustrate three different uses of the participle. 10
9. State three different ways of comparing adjectives; give an example of each. 10
10. Illustrate by sentences three different uses of *what*. Give the syntax of *what* in each sentence. 10

Physiology and Hygiene.

1. What holds together the globules of fat which compose the fatty parts of the body? 10
2. Describe serous membrane and state one of its uses. 15
3. Of what two substances is nerve tissue composed? 10
4. What bone of the forearm articulates at the wrist, nearest the thumb? 10
5. Describe the effect upon the organs of respiration of an habitually stooping posture. 15
6. Give the names of five glands, or kinds of glands, which secrete digestive fluids. 20
7. Where does the chyle enter the lacteals, and to what vessel is it carried by them? 20

Current Topics.

Of the following questions, the candidates will answer only six, to each of which sixteen and two-thirds credits are assigned.

1. Bills for the admission of what two territories have been recently introduced in Congress? 10
2. What disposition has been made of the Parnell-Times libel suit? 10
3. When will the next Federal census be taken? 10
4. Narrate briefly the circumstances concerning the recent bereavement of Hon. B. F. Tracy. 10
5. What affliction has recently befallen the family of Hon. James G. Blaine? 10
6. State three prominent measures introduced in the present Legislature. 10
7. What has recently called attention to Salt Lake City, Utah? 10
8. What four cities were the leading competitors for the location of the World's Fair to be held in this country in 1892? Which one was successful? 10
9. State facts concerning two recent rapid trips around the earth. 10
10. Who is the United States Commissioner of Education? 10

WEDNESDAY, A. M.

American History.

1. Who were the Norsemen? Give some supposed facts about their visits to what is now the United States. 10
2. What people first settled Virginia? New York? Pennsylvania? The St. Lawrence Valley? 10

3. Name three places of special historical interest in New York, and mention the historic incident associated with each. 10
4. Mention the prominent battle of the French and Indian War, naming the general in command on each side. 10
5. State the circumstances which brought about the repeal of the Stamp Act. 10
6. Was the Boston Tea Party a cause of the Revolution, or an incident? Give a reason for your answer. 10
7. State the important result of the War of 1812. 10
8. Who commanded the Union forces at Antietam? Chancellorsville? Vicksburg? Gettysburg? 10
9. What were the Alabama Claims? How were they disposed of? 10
10. Name three prominent historians of the United States. 10

Algebra.

1. When a positive quantity is multiplied by a negative quantity, what is the sign of the product? 10
2. How is the exponent of a quantity in the product determined? 10
3. Simplify the following: $3ab^2 - 2ac^2 - (-3ab^2 - 6ac^2)$. 10
4. Divide $12x^{-8}y^{-4}$ by $x^{-5}y^7$. 10
5. Given $\frac{x}{2} + 3 = \frac{x}{4} - \frac{x-2}{5}$, to find x . 10
6. A farmer purchased 100 acres of land for \$1,450. For a part of it he paid \$20 an acre, and for the rest \$30 an acre. How many acres in each part? 10
7. Find the sixth power of $\frac{a^{-2}b^2}{c^{-4}d^3}$. 10
8. Reduce $\sqrt{\frac{3a^2}{5b}}$ to its simplest form. 10
9. Given $x^{\frac{2}{3}} + 3x^{\frac{1}{3}} = 10$, to find values of x . 10
10. A rectangular piece of ground has a perimeter of 100 rods, and its area is 589 square rods. What are its length and breadth? 10

Book-keeping.

1. When the credit side of a personal account is larger than the debit side, what does the balance express? 10
2. How often is it customary in business to balance the cash'book? 10
3. Upon the closing of all accounts and the taking an inventory, how is the net capital determined? 10
4. Give the meaning of each of the following symbols or conventions: a/c ; $\frac{1}{2}$; $1\frac{1}{2}$; $\%$. 10
5. Write the proper abbreviation for (a) bills receivable; (b) inventory; (c) balance; (d) package; (e) invoice book. 10
6. Write a check on the First National Bank of Albany for thirty dollars, payable to the order of Henry Lansing. 10
7. Write a receipt for seventy-five dollars in settlement of all accounts between yourself and Robert Erwin. 10
8. A note given for ninety days matures to-day. What is the date of the note? 10
- 9-10. Richard Wilson commenced business with a capital of \$10,000. At the close of the year his books show the following resources and liabilities: Cash on hand, \$3,962.28; notes on hand, \$2,390; notes outstanding, \$3,030; personal accounts due him, \$3,212.13; personal accounts against him, \$2,144.25; merchandise unsold, per inventory, \$4,815.90. Make a statement showing the condition of the business as to resources and liabilities, net capital, or present worth, and gain or loss. 20

WEDNESDAY, P. M.

Civil Government.

1. State one duty of a grand jury. Of a petit jury. 10
2. In case of conviction for murder, to what courts may the prisoner appeal? 12
3. Name four personal rights secured to each citizen by the government. 16
4. What is the legal rate of interest in this State? By what power is it determined? 12
5. What is the right of *eminent domain*? 10

6. How and for how long a term are the justices of the United States courts appointed? 10
7. How are the expenses of the United States government met? Of our own State government? 20
8. When can a President be elected by the House of Representatives? 10

School Law.

1. What is the minimum age required as a qualification for teachers in the State of New York? 10
2. Mention three things required to be set forth in the memorandum of contract to be delivered by a trustee, to a teacher employed by him. 10
3. How many weeks each school year must a public school be taught in order to entitle it to share in the distribution of the public moneys? 10
4. The attendance of what pupils is rejected in computing the aggregate attendance upon which public money is apportioned? 10
5. What penalty is prescribed for the willful violation of a contract, by a teacher? 10
6. Where should school commissioners cause the boundaries of school districts to be recorded? 10
- 7-8. Is a trustee prohibited from employing as a teacher (a) his niece; (b) his wife's sister? Give reasons for your answers. 20
- 9-10. By what official are appointments made to fill vacancies occurring in the office (a) of school commissioner; (b) of district trustee; (c) of district clerk; (d) of district collector? 20

Physics.

1. Define (a) elasticity; (b) cohesion. 10
2. Give an illustration of the impenetrability of matter. 10
3. Give an illustration of the transmission of force without moving the body through which it is transmitted. 10
4. Mention two conditions upon which the rapidity of vibration of strings depends. 10
5. Upon what does the pressure of water upon any part of the side of a cistern depend? 10
6. How may a bar of soft iron be made a temporary magnet? 10
7. The diameter of a wheel is five feet, and of the axle four inches. What weight on a cord passing over the wheel will balance fifty pounds suspended by a cord passing over the axle? 10
8. A silver spoon and a pewter one are partly immersed in the same cup of hot tea; which will feel hotter? Why? 10
9. State the law of the reflection of light. 10
10. Why is the air at the ceiling of a room containing any source of heat warmer than at the floor? 10

Methods and School Economy.

1. State your questions and the pupil's probable answers in leading him to solve the following problem: If two-thirds of a ton of hay cost eight dollars, what will four-fifths of a ton cost? 20
2. Describe a good method of calling a school together in an orderly manner after an intermission. 15
3. Describe the method by which you would give beginners their first lesson in reading, indicating what you would do and how you would do it. 15
4. Do you permit or forbid whispering in school? Give your reasons. 15
5. Which requires the greater maturity of mind, algebra or physiology? Give reason for your answer, based on the natural order of the development of the intellectual faculties. 15
6. When you wish to turn a globe on its axis in the direction which shall illustrate the actual motion of the earth, what guides you? 10
7. Give the reason for drawing from objects rather than from copies. 10

SATURDAY, APRIL 5, 1890, SECOND AND THIRD GRADES.

*A. M.**Arithmetic.*

1. Define (a) multiplication; (b) factors; (c) square root. 10
2. Reduce 8.75 sq. ch. to the fraction of an acre. 10

3. Divide the product of fifteen hundredths and seventy-six ten thousandths by one hundred fourteen millionths. 10
4. Find the prime factors and all the integral exact divisors of 385. 10
5. A farmer drew to market three loads of wheat weighing, respectively, 2,375 pounds 2,813 pounds and 2,629 pounds, and sold the same for 92 cents per bushel. How much should he receive? 10
6. The assets of an insolvent firm, after paying all expenses, are \$5,922.56, and their liabilities are \$16,921.60. How much will the creditors receive on a dollar? 10
7. A grocer sells beans at 10 cents a quart, and gains $33\frac{1}{3}$ per cent on the cost. How much did he pay per bushel? 10
8. What yearly income will \$2,267.50 produce when invested in U. S. 4's at $113\frac{1}{4}$, brokerage $\frac{1}{2}\%$? 10
9. A note for \$750 and interest at 6 per cent was given April 23, 1889, and a payment of \$25 was made January 25, 1890. Find the amount due thereon to-day. 10
10. Make and solve a problem illustrating the mensuration of trapezoids. 10

Geography.

1. Give the diameter, in degrees, of the South Frigid zone. 10
2. Name two valuable mineral products of this State. 10
3. Describe the shortest water route between Buffalo and New York city, and name nine cities on the line. 10
4. Name one each of the United States extensively engaged in the production of sugar; of lumber. Name a State extensively engaged in cattle raising; in grape culture; in fisheries. 10
5. Where is the great arid region of the United States? What is the cause of its aridity? 10
6. Bound Tennessee. 10
7. Under what national government are the following cities, respectively: Dublin? Sevastopol? Constantinople? Brindisi? Stockholm? 10
8. To which of the five races of men do the majority of the inhabitants of the following states and countries belong, respectively: Hayti? Spain? Patagonia? China? Scotland? 10
9. Name a country or locality in which each of the following animals may be found native, respectively: the condor; the gorilla; the bison; the duckbill; the llama. 10
10. Through what waters would you pass in going from Mobile to Baltimore? 10

Civil Government.

Of the following questions, the candidates will answer only six, to each of which sixteen and two-thirds credits are assigned.

1. What is the fundamental law of the United States? Of this State?
2. Name two duties of a surrogate?
3. For how long a term are the Judges of the Court of Appeals elected?
4. At what age are the Justices of the Supreme Court of this State retired?
5. What is the regular salary of each member of our State Legislature?
6. Name the two principal duties of inspector of elections.
7. What is an absolute monarchy? Name one in Europe.
8. When can a Vice-President be elected by the Senate?

Drawing.

Of the following questions, the candidates will answer only six, to each of which sixteen and two-thirds credits are assigned.

1. What is drawing?
2. What senses are used in gaining ideas of form?
3. From what would you have the child obtain his first idea of angles?
4. What affects the apparent form of an object?
5. Draw top and front views of the sphere and cube.
6. Mention the principle underlying good decoration.
7. Draw an oblique view of a horizontal circle.
8. Draw a four-inch square. Sketch its diameters and diagonals, and make a pleasing arrangement consisting of four parts united at the center.

Reading.

To be supplied by the commissioner.

P. M.

Composition.

Write a composition on one of the following subjects:

Description of an Autumn Sunset.

The Rivers of the State of New York.

Taste in Dress.

Breaking Colts.

Credits will be given on the merits of the composition, with particular reference to three points:

1. The matter, *i. e.*, the thoughts expressed. 25
2. The correctness and propriety of the language used. 25
3. The orthography, punctuation, division into paragraphs, use of capitals and general appearance. 25

For remaining 25 credits, see regulations.

Grammar.

1 This was the crisis of Pizarro's fate. There are moments in the lives of men, which
2 as they are seized or neglected, decide their future destiny. Had Pizarro faltered
3 from his strong purpose, and yielded to the occasion, now so temptingly offered for
4 extricating himself and his broken band from their desperate position, his name
5 would have been buried with his fortunes, and the conquest of Peru would have been
6 left for other and more successful adventurers. *W. H. Prescott.*

The first eight questions refer to the above selection.

NOTES. — 1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase or clause.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized — the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the modifications of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, *viz.*, transitive and intransitive; and treat voice as a property of transitive verbs only.

13. In parsing a verb, observe the following order: principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Select three subordinate clauses and state what each modifies. 10
2. Give three modifiers of *extricating* (line 4). See note 7. 10
3. Select two prepositions, and state between what words each shows the relation. 10
4. What does *offered* (line 3) modify? As a modifier, it performs the office of what part of speech? 10
5. Give the mode and tense of (a) *are seized* (line 2); (b) *had faltered* (line 2); (c) *would have been left* (lines 5 and 6). 10
6. Give syntax of (a) *crisis* (line 1); (b) *moments* (line 1). 10
7. Give the third person, plural number, of *are seized* through all the tenses of the indicative mode, passive voice, using *they* as the subject. 10
8. Select three adverbs, one of time, one of degree, and one of manner. 10
9. Define a personal pronoun. 10
10. Write a sentence having two subjects, and the verb of the predicate in the singular number. 10

Physiology and Hygiene.

Of the following questions, the candidates will answer only six, to each of which sixteen and two-thirds credits are assigned.

1. How many phalanges in each finger? How many in the thumb?
2. Describe the effect upon the bony frame of a child from allowing him to assume an habitually stooping posture.

3. Where are the mesenteric glands located?
4. Which one of the four cavities of the heart has the thickest walls?
5. How might injury to the brain result from having the clothing too tight around the neck?
6. Why does muscular action produce warmth?
7. When spirituous liquors or onions are taken into the stomach, their characteristic odors are afterwards perceptible in the breath: Explain how this happens.
8. Give the technical name for each of the following: (a) Wind-pipe, (b) breast-bone, (c) gullet, (d) shoulder-blade, (e) knee-pan, (f) large intestine, (g) collar-bone, (h) small intestine, (i) instep.

American History.

Of the following questions, the candidates will answer only six, to each of which sixteen and two-thirds credits are assigned.

1. State facts about Hudson's explorations.
2. Under what circumstances did New York finally go back under English rule?
3. Mention one prominent result of the French and Indian War.
4. What were the provisions of the Stamp Act?
5. Give a brief account of Paul Revere's Ride.
6. State facts about John Jay and John Quincy Adams.
7. From what nation was each of the following purchased: Louisiana? Florida? The Gadsden Purchase? Alaska?
8. Give an account of the battle between the Alabama and the Kearsarge.

Current Topics.

Of the following questions, the candidates will answer only six, to each of which sixteen and two-thirds credits are assigned.

1. The death of what American boy in London has recently caused great sorrow in the United States?
2. What caused the recent accident and loss of life on the Lake Shore and Michigan Southern Railway?
3. What national centennial has just been celebrated in New York city?
4. What city has been selected as the permanent site of the New York State Fair?
5. Who is the newly elected Chancellor of the Regents of the University?
6. Mention five leading literary magazines of the present day.
7. Give date of next Arbor Day.
8. Who is president *pro tem.* of the United States Senate?
9. What has recently caused great destruction of property in the south-central part of the United States?
10. Name all the living ex-presidents of the United States.
11. What general of the United States army, noted as an Indian fighter, died during the latter part of March?
12. How was the recent great English miners' strike settled?

Methods and School Economy.

1. State your questions and the pupil's probable answers in leading him to solve the following problem: If the interest of one dollar for a year is six cents, what will be the interest on twelve dollars and thirty-five cents for the same time? 15
2. What plan — state as to time and manner — would you follow in giving pupils individual help in the preparation of their lessons? 10
3. Would you regularly and systematically practice map drawing in your geography work? Why? 15
4. Which requires greater maturity of intellect, history or grammar? Why? 15
5. Give an illustration, by example, of a good method of teaching phonics. 10
6. How should a solid object be first studied with reference to a representation of it by a drawing? 10
7. At what period of school life should pupils begin to learn the proper use of capital letters and punctuation marks? Why? 10
8. How many hours, daily, should pupils under 8 years old be kept at school? In case you were obliged to retain such pupils considerably longer than the time you name, what plan would you adopt to avoid injury? 15

SATURDAY, MAY 3, 1890.—SECOND AND THIRD GRADES.

A. M.

Arithmetic.

1. Write, with proper symbols or abbreviation (a) twelve cords; (b) fifteen acres, seven square chains, two hundred square links; (c) eighty-six and four-fifths per cent; (d) eighteen degrees, forty minutes, twelve seconds; (e) the square root of sixty-four equals the third power of two. 10
2. 7 ch. 35 l. equal how many rods, feet and inches? 10
3. Multiply .385 by .6025, to the product add 32, and divide the sum by .8. 10
4. C and D together have \$1,375.95, but D has $1\frac{1}{2}$ times as much as C. How much money has each? 10
5. Find the ratio of 8 bushels to 5 quarts. 10
6. A school register shows an attendance for one week, as follows: Monday, 131; Tuesday, 127; Wednesday, 133; Thursday, 122; Friday, 129. Find the average daily attendance for the week. 10
7. Bought goods billed at \$863.25, 10 % and 5 % off. How much shall I remit in payment? 10
8. A custom miller retains 2 quarts from each bushel of wheat as toll for grinding. What per cent of the grist should be returned to a customer? 10
9. Make and solve a problem in which the principal, interest and time are given to find the rate per annum, using 2 yr. 7 mo. for the time. 10
10. The area of a board is $13\frac{5}{12}$ square feet, and the ends are 10 inches and 13 inches wide, respectively. Find the length of the board. 10

Geography.

1. In which zone are the degrees of longitude, measured by statute miles, longest? 10
2. Into what bay or gulf do the following lakes of this State finally empty, respectively: Chautauqua? Seneca? Lake George? Otsego? Oneida? 10
3. Give the name and location of the second city, in size and importance, in the State of Pennsylvania. For what is it noted? 10
4. Why is the climate of Montana colder than that of the State of Washington? 10
5. In what State or territory is each of the following named mountains: Fremont's Peak? Mt. Mitchell? Mt. St. Elias? Mt. Marcy? Mt. Hood? 10
6. Locate the islands which are the principal abode of the fur seal. 10
7. Name a country or locality of the eastern hemisphere from which we get raisins; cinnamon; ivory; coffee; kangaroo hides. 10
8. In what countries are the following rivers, principally or wholly: The Obi? The Humber? The Ebro? The Amoor? The Loire? 10
9. Under what form of government, monarchical or republican, are the following countries, respectively: Japan? France? Mexico? Spain? Greece? 10
10. Name some country or locality where each of the following animals may be found native: The walrus; the raccoon; the beaver; the rhinoceros. 10

Civil Government.

Each of the following questions has twelve and one-half credits assigned to it.

1. Name the chief executive officer of a county. A State. 10
2. What is a road district? A school district? 10
3. Mention two duties of a school trustee. 10
4. How are the committees of our State Assembly appointed? 10
5. Where is the veto power lodged in this State? Why is such power necessary? 10
6. Mention two steps necessary to the admission of a new State to the Union. 10
7. In case of an election of President by the House of Representatives, how many votes can be cast? How many candidates would be eligible? 10
8. Mention two respects in which the government of the United States differs from that of Germany. 10

Drawing.

Each of the following questions has twelve and one-half credits assigned to it.

1. Why should the study of type solids precede the study of common objects? 10
2. What views are used in "Construction?" 10

3. What is the apparent relative direction of parallel lines extending from the eye?
4. What constitutes a complete working drawing?
5. What affects the apparent size of an object?
6. Draw the top and front views of a cone in an upright position, height twice the diameter of the base.
7. Draw the appearance of a cube standing below the level of the eye, with one vertical face directly in front of the observer.
8. Make an outline drawing of any natural leaf.

Reading.

To be supplied by the commissioner.

P. M.

Composition.

Write a composition on one of the following subjects:

Home influences.

Easter Sunday.

A Trip down the Hudson River by Daylight.

Camping out.

Credits will be given on the merits of the composition with particular reference to three points:

- | | |
|--|----|
| 1. The matter, <i>i. e.</i> , the thoughts expressed. | 25 |
| 2. The correctness and propriety of the language used. | 25 |
| 3. The orthography, punctuation, division into paragraphs, use of capitals and general appearance. | 25 |

(For remaining 25 credits, see Regulations.)

Grammar.

- 1 Each State will bring its generous contribution to the great aggregate of the Nation's
 2 increase. And, when the harvest from the fields, the cattle from the hills, and the
 3 ores of the earth, shall have been weighed, counted and valued, we will turn from
 4 them all to crown with the highest honor the State that has most promoted education,
 5 virtue, justice and patriotism among the people.— *President Benjamin Harrison.*

The first seven questions refer to the above selection.

NOTES — 1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase or clause.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized — the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the modifications of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and reason for it.

12. Treat verbs as divided into two classes only, viz., transitive and intransitive; and treat voice as a property of transitive verbs only.

13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or participle after tense.

- | | |
|---|----|
| 1. Classify the clauses as principal or subordinate. | 10 |
| 2. Give the modifiers of <i>has promoted</i> . | 10 |
| 3. Select two transitive verbs, one in the active voice, and one in the passive voice. | 10 |
| 4. Select three verbs each representing a different tense. Name the tenses selected. | 10 |
| 5. Select a noun and a pronoun in the possessive case. | 10 |
| 6. Select an example of each of three parts of speech used to connect sentences or clauses. | 10 |
| 7. Give the syntax of (a) <i>cattle</i> (line 2); (b) <i>State</i> (line 4). | 10 |
| 8. Illustrate by sentences the correct use of five different prepositions. | 10 |
| 9. Write a sentence containing a relative pronoun in the plural number and objective case. | 10 |
| 10. Write a sentence containing two principal clauses. | 10 |

Physiology and Hygiene.

Each of the following questions has twelve and one-half credits assigned to it.

1. Why is the bony frame of the body more likely to become misshapen or deformed in childhood than in old age?
2. What is the principal function of ligaments?
3. Name five parts of the alimentary canal, or digestive tract.
4. Name two fluids which are agents for converting chyme into chyle.
5. By the contraction of which cavity of the heart is the pulse produced?
6. Would you call the muscles of the diaphragm voluntary or involuntary? Why?
7. Describe and explain the effect on respiration, of fastening a firm and inelastic band tightly around the waist.
8. Draw a diagram of the eye, showing all the parts, and indicate each part shown.

American History.

Each of the following questions has twelve and one-half credits assigned to it.

1. State what you have read of the mound builders of the Mississippi Valley.
2. Who was La Salle? Roger Williams?
3. Who were the minute-men of the Revolution?
4. State facts about Patrick Henry, John Hancock and Richard Henry Lee.
5. Name the last battle of the war of 1812, and name the general commanding on either side.
6. Give an account of the capture of the city of Mexico during the Mexican war.
7. State facts about Roger B. Taney and Edward Everett.
8. Who invented the following: The sewing machine? The reaper? The cotton gin? The telegraph?

Current Topics.

Of the following questions, the candidates will answer only eight, to each of which twelve and one-half credits are assigned.

1. What two new cities have been chartered by our present Legislature?
2. What noted prime minister of one of the empires of Europe has lately resigned? Who is his successor?
3. Name three living Americans prominent as writers of fiction.
4. What was the final decision of the United States Senate in regard to the Blair Educational Bill?
5. What was the decision of the Court of Appeals in regard to the law providing for inflicting the death penalty by electricity?
6. Who have been recently elected to fill vacancies in the Board of Regents?
7. Who has been appointed to fill the vacancy in the office of sheriff of New York? How was the vacancy filled?
8. What occurred on the last trip of the steamer City of Paris?
9. The name of Madison University has been changed to what?
10. What official position did Samuel J. Randall hold at the time of his death? What more distinguished position did he formerly hold?
11. Mention a law of general interest to the educational public, recently enacted in this State.
12. What representative international body has recently closed its labors at Washington? Mention an agreement reached before adjournment.

Methods and School Economy.

Each of the following questions has twelve and one-half credits assigned to it.

1. How would you teach a child, objectively, that twenty divided by five equals four?
2. When do you assign a lesson for future recitation, at the beginning, or at the close of a recitation? Why?
3. Which do you employ more, in teaching geography, the pupil's memory, or his imagination? Give reasons for your answer?
4. A child uses the expression, "I know who he means;" how would you lead him to correct his error, in case he studies grammar? How, in case he has never studied grammar?
5. What is the strongest reason you can offer for written, rather than oral spelling lessons?

6. What faculties of the mind are chiefly employed in the study and expression of form in drawing?
7. If your school room have no openings except doors and windows, how will you ventilate it in cold weather without endangering the health of teacher and pupils?
8. Which should precede, rules and definitions, or a knowledge of processes and concrete particulars? Why?

TUESDAY, AUGUST 19, 1890 — A. M.

Arithmetic.

1. Define (a) uniform scale; (b) arithmetic. 10
2. Of two different fractions having a common fractional unit, which is greater? Why? 10
3. Express by common fraction in its lowest terms, by a decimal, and with the sign of per cent, each of the following: (a) five-eighths of one per cent; (b) five-eighths. 10
4. Find the number of minutes in the first three months of the present year. 10
5. How many rails, each 30 feet in length, will be required for 5 miles of a single track railroad? 10
6. Find the cost of one dozen silver tablespoons each weighing 1 oz. 8 pwt. 5 gr., at \$1.20 per ounce. 10
7. At \$4.25 per C., how many fork handles can be bought for \$153? 10
8. Make and solve a problem illustrating the application of percentage to insurance. 10
9. Find the proceeds of a note given for three months in the principal sum of \$230, without interest, discounted at the First National Bank of Syracuse, N. Y., on the day it was made. 10
10. A rectangular field is 208 rods long and 52 rods wide. Find the length of one side of a square field containing an equal area. 10

Geography.

1. What are coral islands? In what ocean are they most numerous? 10
2. Account for the difference of temperature, in our latitude, in July and January. 10
3. Name the five races of men and mention some distinctive characteristics, other than color. 10
4. Name five prominent peninsulas of North America. 10
5. Name two of the largest rivers of the United States, west of the Mississippi valley. 10
6. Bound South Dakota. 10
7. Name the two most important occupations of the people of New England. 10
8. Name, in order of their size, the three largest rivers of South America. 10
9. What two large rivers flow into the Yellow Sea? 10
10. The longitude of Washington is about 77 degrees west, what is the longitude of a place 100 degrees east of Washington? 10

Civil Government.

Each of the following questions has twelve and one-half credits assigned to it.

1. Mention two definite objects of government.
2. As used in a governmental sense, what is a State?
3. What is law? Explain the meaning of the term *politics* in its broader sense.
4. What is a poll-list? A ballot?
5. Upon what basis are members of the House of Representatives apportioned?
6. Mention two ways in which a vote may be taken in a legislative assembly.
7. What is a municipal corporation?
8. State the legal qualifications required for voting at any general election held in this State:
 - (a) As to sex;
 - (b) As to age;
 - (c) As to residence.

Drawing.

NOTES.—Twenty credits of the 100 allotted to this paper will depend on the general excellence of the drawing.

The word *view* as used in this paper refers to facts of form and position.

1. In what three ways are ideas of form expressed? 10
2. Write a simple rule as a guide for combining colors in elementary decorative design. 10

3. Illustrate the meaning of the terms bisect, trisect, quadriseect. 10
4. A cube stands with top and front face visible. On the top face rests a hemisphere.
Draw top view and front view. 10
5. In what type solid is the representation always the same, no matter how the solid is viewed? 10
6. Draw the appearance in front and below the eye of a square prism, extending from left to right and resting on one oblong face. 10
7. What is the use of a central figure in a rosette arrangement? 10
8. Define (a) vertex; (b) base. 10

Reading.

To be supplied by the commissioner.

P. M.

Composition.

Write a composition on one of the following subjects:

Ventilation of School-houses.

Commencement Exercises.

Fruit Culture.

Homesickness.

Credits will be given on the merits of the composition with particular reference to three points:

1. The matter, *i. e.*, the thoughts expressed. 25
2. The correctness and propriety of the language used. 25
3. The orthography, punctuation, division into paragraphs, use of capitals and general appearance. 25

(For remaining 25 credits, see regulations.)

Grammar.

- 1 We wish, that in those days of disaster, which, as they come on all nations, must be
- 2 expected to come on us also, desponding patriotism may turn its eyes hitherward,
- 3 and be assured that the foundations of our national power still stand strong.

— *Daniel Webster.*

The first seven questions refer to the above selection.

NOTES.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase or clause.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized—the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz., transitive and intransitive; a transitive verb may be used in the active or the passive voice.

13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Select the subordinate clauses. 10
2. Select three adverbial phrases. 10
3. State to what part of speech each of the following belongs: (a) *that* (line 1); (b) *which* (line 1); (c) *desponding* (line 2); (d) *hitherward* (line 2); (e) *that* (line 3). 10
4. Select a verb (a) in the potential mode; (b) in the infinitive mode. 10
5. Parse *in* (line 1). 10
6. Give syntax of (a) *which* (line 1); (b) *its* (line 2). 10
7. Select two verbs in the passive voice. 10
8. Define a personal pronoun. 10
9. Name three nouns which have the same form for both numbers. 10
10. Write two sentences, one having the verb in the progressive form and the other in the passive form or voice. 10

Physiology and Hygiene.

Each of the following questions has twelve and one-half credits assigned to it.

1. With what two bones does each shoulder blade articulate?
2. Why are low and broad boot heels better than high and narrow ones?
3. How does cleanliness of the skin aid the lungs?
4. What is the office of the muscles which form a part of the walls of the alimentary canal?
5. Name three organs of the body which require exercise and care for a proper training of the voice.
6. Name two articles of food which serve mainly to build up tissue, and three articles which serve mainly to produce heat and fat.
7. Which portion of the brain is affected when the mind is disordered?
8. Name two organs, on the surface of which the sense of taste is located. What membrane covers these surfaces?

American History.

Each of the following questions has twelve and one-half credits assigned to it.

1. What war gave Canada to England?
2. Name two battles of the Revolution which were fought before the Declaration of Independence.
3. Name three patriot generals and three British generals of the Revolutionary War.
4. State facts as to the cotton gin.
5. State briefly the causes of the Mexican War.
6. Name five Presidents who each held office for two terms.
7. Name five States which have been admitted to the Union since the Civil War.
8. Give two causes for the immense emigration to America.

Current Topics.

Of the following questions, the candidates will answer only eight, to each of which twelve and one-half credits are assigned.

1. What is the principal feature of the "Disability Pension" law enacted by the present Congress?
Bills for the admission of what two territories have been passed at the present session of Congress?
What is the nature of the recent "Original Package" decision of the Supreme Court of the United States?
4. To what official position has Henry M. Stanley been recently appointed?
5. Name the publishing houses whose school-book interests have been purchased by the American Book Company.
. Give one instance of destruction by recent tornadoes in the west.
7. How often is the census of the United States taken? According to reports of the recent census, which is the largest city? Which the second largest?
8. Give the place of the last meeting of (a) the National Educational Association; (b) the New York State Teachers' Association.
9. Mention three important bills, other than those above mentioned, introduced during the present session of Congress.
10. What has recently called attention to Buenos Ayres?
11. War between what two American republics was declared last month?

Methods and School Economy.

1. What are the objects of a recitation? 10
2. Find the value of $\frac{3 \times 5 \times 7 \times 8}{4 \times 30 \times 42}$, and explain how each part of the fractional result is obtained. 10
3. How would you give a child ideas of color? Why? 10
4. Name two qualities in the teacher which will secure the attention of pupils. 10
5. What is the best means of ascertaining whether pupils understand the meaning of a word? 10
6. State two ways by which you would develop thoughts as the basis of language lessons. 10
7. What is the main advantage to be derived from drawing from objects rather than from copies. 10

8. In teaching number why are objects combined in groups of ten? 10
9. Mention one of the common branches taught in schools which is well adapted to the cultivation of the imagination. 10
10. Which is the more important as an end to be sought, a knowledge of physiology or of hygiene? 10

TUESDAY AND WEDNESDAY, AUGUST 19 AND 20, 1889.—FIRST GRADE.

TUESDAY, A. M.

Arithmetic.

1. Write in the Arabic notation four hundred ninety-thousandths. Write in words .04%; 3,400.0006. 10
2. City lots 200 feet deep sell for \$65 a front foot (*i. e.*, each foot in length along the front of the lot). Required the rate per acre. 10
3. The railroad distance from A to B is $11\frac{5}{16}$ miles; from A to C is $22\frac{1}{4}$ miles; and from C to D, $9\frac{7}{12}$ miles. Find the distance from B to D, A being the first station in order, and D the last. 10
4. Find the cost per bushel of ground feed, the ingredients of which are 60 bushels of corn at 55c., 90 bushels of oats at 32c., and 25 bushels of rye at 64c., the cost of grinding being \$6.20. 10
5. If I rent a house which cost me \$7,800 for \$800 per year, and pay annually for taxes \$91.25, and for repairs \$84.75, what per cent per annum does my investment produce? 10
6. The list price of a piano is \$720, and commercial or trade discounts of 35% and 20% are allowed. Find the net price. 10
7. Find the *exact* interest (365 days to the year) on \$200 from April 16, 1890, to July 3, 1891, at 6 per cent per annum. 10
8. A purchased a lot in Watertown, South Dakota, for \$2,500, and after holding it six months sold it for \$6,300. Allowing interest on the investment at 8 per cent per annum, and \$315 commissions to agents, what was his net gain per cent? 10
9. Three men take a field of grain to harvest and thresh for one-fourth of the crop. A furnishes 5 men, 4 days; B, 7 men, 4 days; C, 8 men, 3 days. If their share of the crop sells for \$162, what is the amount each should receive? 10
10. A building 24 feet wide has the ridge of the roof 8 feet above the plates, and the rafters project 20 inches. Required the length of a rafter. 10

Geography.

1. Describe the processes by which the water of the sea returns to the sources of the rivers. 10
2. Account for difference of temperature, in the same latitude, between places of different elevation. 10
3. Name ten kinds of trees peculiar to tropical regions. 10
4. Name the States in which these lakes are located: Moosehead; Okechobee; Winnepesaukee; Pontchartrain; Itasca. 10
5. In what States and on what rivers are these cities located: Memphis; Rochester; Richmond; Vicksburg; Kansas City? 10
6. What State produces the most sugar of any in the Union? The most salt? The most coal? The most petroleum? The most copper? 10
7. In what two countries of Europe were the most famous nations of ancient time? 10
8. In which country of Asia do the most intelligent Mongolians live? 10
9. When the sun is ten degrees above the horizon at the south pole, on what latitude is it in the zenith at noon? 10
10. Name five counties of this State which are drained, partly by the St. Lawrence and its tributaries, and partly by the Hudson and its tributaries. 10

Drawing.

Twenty credits of the 100 allotted to this paper will depend on the general excellence of the drawing.

The word *view* as used in this paper refers to facts of form and position.

1. In what two type solids are the three dimensions identical? 8
2. How many axes has an equilateral triangle? Illustrate. 8

3. What determines the size and number of units to be used in a decorative rosette? 8
4. Give the three relations which lines bear to each other as to direction, and illustrate each. 8
5. An equilateral triangular prism rests on one oblong face and extends from left to right. Draw the end, top and front views. 8
6. Supply the necessary words in the following:
 - (a) The edge view of a thin circular tablet is always ———
 - (b) The face view of a thin circular tablet is ———
 - (c) The oblique view of a thin circular tablet is ——— 8
7. What department deals with the facts of form? With the appearance of form? With the ornament of form? 8
8. Draw a quatrefoil based on a square. 8
- 9, 10. Make an original design in which the following principles and terms are illustrated: Base, bisect, oblong, semicircle, unit, repetition, alternation. 16

TUESDAY, P. M.

Composition.

Write a composition on one of the following subjects:

- Ventilation of School houses.
- Commencement Exercises.
- Fruit Culture.
- Homesickness.

Credits will be given on the merits of the composition with particular reference to three points.

1. The matter, i. e., the thoughts expressed. 25
2. The correctness and propriety of the language used. 25
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance. 25

(For remaining 25 credits, see Regulations.)

Grammar.

I make no specific reference to the means that have been used in one deplorable case, under guilty recommendations from above, with a view to disturbing this attitude, and arresting the progress of the movement: for I believe that the employment of such means and the issuing of such recommendations, will eventually aid the cause they were designed to injure.—*Gladstone.*

The first six questions refer to the above selection.

NOTES.—A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase or clause.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized — the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz., transitive and intransitive; a transitive verb may be used in the active or the passive voice.

13. In parsing a verb, observe the following order: principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Classify the subordinate clauses. (See notes 2 and 3.) 10
2. Select five adjective phrases. (See note 5.) 10
3. Select a participle, and an infinitive; state the office of each as here used. 10
4. Select three different pronouns, classify them, and give their syntax. 10
5. Which verbs are passive? 10
6. Give three modifiers of *have been used*. 10

7. Give the number of (a) ashes; (b) mathematics; (c) optics; (d) thanks; (e) shears. 10
8. When may a proper noun be used as a common noun? Illustrate. 10
9. Write a sentence containing a verbal (participial) noun. 10
10. Write a sentence containing a clause in apposition with a noun. 10

Physiology and Hygiene.

1. Describe the manner of articulation of the bones of the forearm, at elbow and wrist which allows both rotary and angular motions. 10
2. In respect to what one office or function do the skin, the kidneys and the lungs resemble each other? 10
3. Under what circumstance will blood become clotted? Of what is the clot composed? 10
4. If you compare the vocal organs to the parts of a musical instrument, what corresponds to the bellows of the instrument? What corresponds to the portion of the instrument that originates the tones? What corresponds to the portion of the instrument which produces resonance? 10
5. What is the office of the portal vein? 10
6. In arranging articles of food under the two heads Tissue Building and Heat and Fat Producing, under which head would you place lean meat? potato? beans? cheese? sugar? 10
7. Which of the two great portions of the brain is affected when a man staggers in walking? 10
8. Describe the surface appearance and the anatomical structure of the papillæ of the skin. 10
9. How is communication kept up between the outer air and the cavity of the middle ear? 10
10. What tissue or organ is affected in case of a sprain? 10

Current Topics.

Of the following questions the candidates will answer only eight, to each of which twelve and one-half credits are assigned.

1. What is the principal feature of the "Disability Pension" law enacted by the present Congress?
2. Bills for the admission of what two territories have been passed at the present session of Congress?
3. What is the nature of the recent "Original Package" decision of the Supreme Court of the United States?
4. To what official position has Henry M. Stanley been recently appointed?
5. Name the publishing houses whose school-book interests have been purchased by the American Book Company?
6. Give one instance of destruction by recent tornadoes in the west.
7. How often is the census of the United States taken? According to reports of the recent census, which is the largest city? Which is the second largest?
8. Give the place of the last meeting of (a) the National Educational Association; (b) the New York State Teachers' Association.
9. Mention three important bills, other than those above mentioned, introduced during the present session of Congress.
10. What has recently called attention to Buenos Ayres?
11. War between what two American republics was declared last month?

WEDNESDAY, A. M.

American History.

1. Give a brief statement of the causes which led to the American revolution. 10
2. Name the two great political parties at the close of Washington's administration, and mention one great leader in each. 10
3. Give an account of the battle of Lake Erie. 10
4. State facts as to the construction of the Erie canal. 10
5. Under what circumstances was gold first discovered in California? Give approximate date. 10

6. What was (a) the "Fugitive Slave Law?" (b) the "Dred Scott Decision?" 10
7. Mention three great naval battles of the civil war. 10
8. Who was Lincoln's Secretary of State? His first Secretary of the Treasury? His last Secretary of War? 10
9. Name five great inventions of the present century, with names of the inventors (American). 10
10. Name five of the former governors of this State. 10

Algebra.

1. What is a co-efficient? 10
2. A man being asked how much money he had, replied that if he had \$25 more than 3 times what he then had he would have \$355. How much money had he? 10
3. Two pipes empty into a cistern. One can fill it in 8 hours, and the other in 9 hours. How soon will it be filled, if both empty into it at the same time? 10
4. Reduce $6x - 4 - \frac{x+6}{2}$ to an improper fraction. 10
5. Solve the following by substitution: $\frac{5}{3x} + \frac{2}{5y} = 7$ 10
6. Expand $(x-3y)^3$ by the binomial theorem. 10
7. Reduce $\frac{\sqrt{27x^2}}{\sqrt{45y}}$ to its simplest form. 10
8. Given $10 - 7a = -a^2$ to find values of a . 10
9. What is a pure quadratic equation? 10
10. Find the values of x and y in the equations, $x - y = 3$, and $x^2 - y^2 = 117$. 10

Book-keeping.

1. Define (a) account; (b) entry; (c) posting. 10
2. If an item is posted on the wrong side of a ledger account, how should the mistake be corrected? 10
- 3-4. (a) What is a bank book? (b) What is entered on the debit side? (c) What on the credit side? (d) By whom should the entries be made, and why? 20
5. Write an interest-bearing note negotiable by indorsement only, transferred by the payee to Gilbert Hunt. 10
6. This day, Elmer and Rogers of Elmira, N. Y., sold to Henry Sill, as follows: 16 yards of dress goods, at \$1.65 a yard; 2 spools of sewing silk, at 8 cents a spool; 3 dozen buttons, at 90 cents a dozen; a set of jet ornaments at \$2.15; $2\frac{1}{4}$ yards of lace at \$3.75 a yard. Make a bill of items and receipt it for the firm. 10
7. Write proper abbreviations for freight, merchandise, ledger folio, bought, and shipment. 10
- 8-10. This day Arthur Stone & Co., of Buffalo, N. Y., sold Egbert Ellis on account 1,400 bushels of wheat, at 93 cents a bushel, receiving \$500 in part payment of the same. They paid Howard Payne on account \$100. Rule forms, and make the proper entries in the day-book, cash-book, and ledger of Arthur Stone & Co. (Single entry.) 30

WEDNESDAY, P. M.

Civil Government.

1. What is government? What is civil government? 10
2. Name three forms of national government now existing in the world, and define each. 10
3. Give two reasons why laws are necessary. 10
4. From what nation did we get our common law? By what branch of the government is it interpreted? 10
5. What is the general purpose of each of the three departments of our National and State governments? 10

6. What is civil law? Ecclesiastical law? Martial law? 10
7. In case a voter is challenged, what course must he pursue in order to vote? 10
8. State the constitutional provision as to religious tests. 10
9. What are the purposes of the constitution of the United States, as set forth in the preamble? 10
10. State the main point of difference between the government under the Articles of Confederation and that under the Constitution. 10

School Law.

1. What remedy has a teacher from whom a certificate is unjustly withheld by a school commissioner, or whose certificate has been annulled by the same authority, without good cause? 10
2. Upon what two bases are the public school moneys apportioned to the several school districts? What change in the law has recently been made in regard to the amount, or manner of apportioning, on one of these bases? 10
3. By what authority may a pupil residing in one district be allowed to attend school in another? Who fixes the rate of tuition? 10
4. What are the limits of school age as defined by the law of this State? 10
5. State the causes for which a school commissioner may annul a teacher's certificate? 10
6. Give three duties of a school trustee. 10
7. How may a school-house unfit for school purposes be condemned? 10
8. To what amount has the school commissioner the right to order needed repairs upon a school-house, when the district neglects or refuses to make such repairs? 10
9. By what several authorities may teachers be legally qualified to teach in the public schools in this State? 10
10. How are school commissioners elected? For how long? When does the next general election of school commissioners occur? On what date will those then elected assume the duties of their office? 10

Physics.

1. What force gives to shot a globular form? 10
2. When a steam whistle is sounded at a considerable distance from the observer, which is perceived first, the escaping steam or the sound? Why? 10
3. What specific property of matter makes it possible to produce gold leaf? 10
4. To what physical force is due the fact that wetting a rope shortens it? 10
5. In accordance with what law of heat, and what law of pressure of gases, does the sun cause winds? 10
6. Why is the weight of a locomotive an important factor in moving heavy trains? 10
7. Why will more time be required to cook eggs, by boiling, on a high mountain than at sea level? 10
8. A gain in power by the use of machinery necessitates what corresponding loss? 10
9. State the physical law in accordance with which evaporation of perspiration lowers the temperature of the body. 10
10. State the three kinds of equilibrium of bodies. Give an example of each. 10

Methods and School Economy.

1. What part of a school-room window, if any, should be shaded? 10
2. Which of the senses gives the strongest basis for the memory of a particular precept? Why? 10
3. In recording class standing would you recognize anything but results shown in the recitation? Why? 10
4. Give an illustration in the teaching of grammar of (a) the analytical method; (b) the synthetic method. 10
5. What abuses are likely to arise from the practice of rating pupils' knowledge of a subject from work prepared at home? 10
6. Name two studies which are specially adapted to the cultivation of the reason. 10
7. What is the best stimulant to study (a) in primary classes; (b) in advanced classes? 10
8. Give two advantages and one disadvantage arising from recitations by classes. 10

9. What are the most important elements of the art of writing? What is the best method to be pursued in securing each? 10
10. How would you explain to a class the process of finding the difference of longitude? between two places when the difference in time is given? 10

SATURDAY, SEPTEMBER 6, 1890 — SECOND AND THIRD GRADES.

A. M.

Arithmetic.

1. Define (a) numeration; (b) improper fraction. 10
2. Using the sign of per cent, express the following values: Seven-eighths; three and three-fifths; four-tenths; seven-thousandths; twenty-four. 10
3. Reduce 260 A. 110 sq. rd. to the decimal of a square mile. (Correct to four decimal places.) 10
4. Find (a) the difference in time between November 29, 1865, and to-day; (b) the number of days from to-day to the twenty-fifth day of December next. 10
5. Distinguish between an *aliquot part* and a *factor*. Illustrate by an example. 10
6. Vienna is in longitude $16^{\circ} 15'$ east, and Chicago in longitude $87^{\circ} 40'$ west. Find the difference in time between these places. 10
7. Find the cost of 1,715 feet of pine lumber at \$28.50 per M, and 2,350 lath at 18 c. per C. 10
8. Make and solve a problem illustrating the application of percentage in commission or brokerage. 10
9. The principal is \$870.64, the interest, \$88.03, and the time, 1 yr. 6 mo. 20 da. Find the rate per cent per annum. 10
10. A pile of four-foot wood is 50 ft. 8 in. long, and 6 ft. 9 in. high. How many cords does it contain? 10

Geography.

1. Describe the shortest water route from New York to San Francisco. 10
2. Name ten kinds of tropical fruit. 10
3. In what states and on what rivers are these cities: St. Louis? Austin? Omaha? St. Paul? Bangor? 10
4. Name the three greatest cotton-producing States of the Union? 10
5. In what part of Mexico is the climate pleasant and healthful? Why? 10
6. What is the most northern cape of Asia? The most eastern? 10
7. Name three large islands of Malaysia. 10
8. From what two localities do we get the best coffee? 10
9. From a place whose longitude is sixty degrees west, and whose latitude is forty degrees north, we go south sixty-five degrees and east one hundred degrees, what latitude and longitude do we reach? 10
10. Give the name of a college or university in each of these places: Ithaca, New York City, Poughkeepsie, Rochester, Schenectady, Hamilton, Syracuse, Clinton, Geneva, Canton. 10

Civil Government.

Each of the following questions has twelve and one-half credits assigned to it.

1. From what source does the United States government derive its powers?
2. To what was the weakness in the "Articles of Confederation" due?
3. Name two privileges of citizenship in the United States government as guaranteed by the Constitution.
4. How many men constitute a grand jury? A petit jury?
5. Mention two duties of a district attorney.
6. How often must our State Legislature meet?
7. What is a legislative committee?
8. What is the aim of Civil Service enactments?

Drawing.

Each of the following questions has twelve and one-half credits assigned to it.

NOTES. — Twenty credits of the 100 allotted to this paper will depend on the general excellence of the drawing.

The word *view*, as used in this paper, refers to facts of form and position.

1. Name two kinds of surfaces found on a cylinder.
2. What kind of point should a pencil have for free-hand drawing, and why?

3. Arrange two lines of equal length so that each will be bisected and perpendicular to each other.
4. In what type solid are the views all of the same shape?
5. A square prism rests on one oblong face, and extends from left to right. Draw the top view and the end view.
6. Represent a tumbler, top and bottom of same size, as standing in front and below the eye.
7. Make a design for a border in which the principle of alternation is shown.
8. Represent a cylinder two inches high and one inch base, with the top face on a level with the eye.

Reading.

To be supplied by the commissioner.

P. M.

Composition.

Write a composition on one of the following subjects:

Lawn Tennis.

Books of Reference for School Use.

My Favorite Flower.

Credits will be given on the merits of the composition with particular reference to three points:

- | | |
|--|----|
| 1. The matter, <i>i. e.</i> , the thoughts expressed. | 25 |
| 2. The correctness and propriety of the language used. | 25 |
| 3. The orthography, punctuation, division into paragraphs, use of capitals and general appearance. | 25 |

(For remaining twenty-five credits, see Regulations.)

Grammar.

1. Deep into that darkness peering, long I stood there, wondering, fearing,
2. Doubting, dreaming dreams no mortal ever dared to dream before;
3. But the silence was unbroken, and the stillness gave no token;
4. And the only word there spoken was the whispered word, "Lenore!"

—Edgar A. Poe.

The first six questions refer to the above selection.

NOTES.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase or clause.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized—the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz.: transitive and intransitive; a transitive verb may be used in the active or the passive voice.

13. In parsing a verb, observe the following order: principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinite or a participle after tense.

1. Classify the clauses as principal or subordinate.
2. What are the modifiers of *peering* (line 1)?
3. What are the modifiers of *I* (line 1)?
4. Parse "*Lenore*."
5. Give syntax of (a) *dreams* (line 2); (b) the second *word* (line 4).
6. Parse (a) *only*; (b) *there* (line 4).
7. Give plurals of (a) *genus*; (b) *larva*; (c) *oasis*; (d) *radius*; (e) *criterion*.
8. Define a relative pronoun.
9. Write a sentence containing *as* used as a conjunction.
10. Write two sentences, one containing a verb in the active voice, and the other containing the same verb in the passive voice.

Physiology and Hygiene.

Each of the following questions has twelve and one-half credits assigned to it:

1. Give a reason for avoiding very active exercise immediately after a meal.
2. Give the name of the tissue that envelopes the muscles and their fibers.
3. Give hygienic reasons for breathing through the nostrils rather than through the mouth.
4. Name three conditions favorable to digestion of food in the stomach.
5. What is a ganglion?
6. Of what use is the outer ear?
7. What purpose is served by winking?
8. Name several vital organs which suffer from tight lacing or tight bands around the waist.

American History.

Each of the following questions has twelve and one-half credits assigned to it.

1. State facts as to the Cabots and their discoveries.
2. Give some account of a naval battle of the Revolution.
3. Give a brief account of the founding of Harvard College.
4. State facts as to the first steamboat on the Hudson.
5. Who established the Smithsonian Institution? Where is it located?
6. During whose administration did secession commence? In what year?
7. State facts as to Stonewall Jackson. Joseph Hooker.
8. Mention two great railroads which have been completed since the close of the Civil War.

Current Topics.

Of the following questions, the candidate will answer only eight, to each of which twelve and one-half credits are assigned.

1. State cause of and locate a recent strike in this State.
2. Where will the New York State Fair be held this year?
3. What noted English churchman died about the middle of last month?
4. Name the largest four cities of the United States in the order of their size.
5. How many Normal schools in this State? Which one opens for the first time this month?
6. State three important points of difference between our State election laws of 1890 and those of 1889.
7. What legal holidays occur between this date and January 1, 1891?
8. What legal holiday occurred September 1?
9. Which branch of the State Legislature is to be elected in November next?
10. Name a prominent leader of the Knights of Labor.
11. Mention an important bill now under consideration by Congress.
12. Mention a prominent local officer to be elected in your county November next.
13. What school officers are to be chosen in this State at the next election?
14. What important official is to be chosen by the next State Legislature?

Methods and School Economy.

1. Show how you would develop the idea of a decimal from (a) a common fraction; (b) from an integer. 10
2. Distinguish between the following terms: (a) alphabet method; (b) phonic method; (c) word method. 10
3. What is the chief value of the study of drawing? 10
4. What method of teaching will prove especially beneficial when the pupils of a class have different text-books? 10
5. What objects are to be sought in recitation by an advanced reading class? 10
6. Show the application of the maxim, "Ideas before words," in development lessons. 10
7. What is the proper temperature for a school-room? 10
8. Some members of your grammar class habitually use such expressions as "He done it," "He sets in the seat," etc. What part of the subject matter should be carefully taught with special reference to this error? 10
9. State two advantages in having a well-prepared program. 10
10. In what grades and to what extent should supplementary reading be used? 1

SATURDAY, OCTOBER 4, 1890.—SECOND AND THIRD GRADES.

A. M.

Arithmetic.

1. Define (a) multiple; (b) root. 10
2. Of two different fractions having equal numerators, which expresses the less value? Why? 10
3. Write in words the value of a number composed of 6 units of the 7th order, 9 units of the 4th order, and 3 units of the 2d order. 10
4. D bought a piece of land 80 rods long and 60 wide for \$200 per acre. He divided it into building lots, each containing one-fourth of an acre, and sold them for \$150 each. Find his gross gain. 10
5. 45 bu. 3 pk. 6 qt., is what fractional part of 100 bu.? 10
6. A farmer paid \$30.53 for 1,650 pounds of fertilizer. Find the price per ton. 10
7. B is assessed \$13,000 on real estate and \$5,200 for personal property. A school-house is built in the district in which he resides at a cost of \$2,800. What will be his share of the tax if the total assessment of the district is \$786,800? 10
8. Find the present worth of \$625 due in 5 mo. 15 da., money being worth 6% per annum. 10
9. A tank 4 ft. by 4 ft. by 6 ft. 3 in., inside measurement, holds how many barrels of water? 10
10. The factors of a number are 3, 5 and 7. Determine by inspection the factors of its second power. Give reason for your answer. 10

Geography.

1. Describe the shortest water route from New York to Bombay. 10
2. Name the largest two rivers of North America, north of the St. Lawrence. 10
3. What advantages of location have contributed to the growth of the city of Pittsburgh, Penn.? 10
4. What effect is a great extent of sea-coast likely to have upon the climate of a country? What effect upon the occupation of the people? 10
5. Name five States contiguous to Ohio. 10
6. Name and locate the capitol, and largest city, respectively, of the Dominion of Canada. 10
7. What country of Europe has the most extensive plains? What country of Europe has the grandest mountain scenery? 10
8. Name five cities on the line of the New York, West Shore and Buffalo Railroad. 10
9. Name five kinds of animals peculiar to tropical countries. 10
10. Name five of the largest manufacturing cities of this State. 10

Civil Government.

Each of the following questions has twelve and one-half credits assigned to it.

1. Name two immunities enjoyed by citizens of the United States, as guaranteed by the Constitution.
2. How were the weaknesses of the Articles of Confederation remedied?
3. What advantages might justly be expected to be gained by a secret ballot?
4. What is the law as to bills in the Governor's hands during a session of the Legislature?
5. What body can find indictments?
6. What are the titles of the members of the President's Cabinet?
7. What is the difference between a plurality and a majority vote?
8. What is the title of the presiding officer of the House of Representatives? How is he chosen?

Drawing.

NOTES.—Twenty credits of the one hundred allotted to this paper will depend on the general excellence of the drawing.

The word *view* as used in this paper refers to facts of form and position.

1. Of what study is drawing one mode of expression? 10
2. What is the diameter of a figure? Draw the diameters of an oblong. 10
3. In representing a cylinder in front and below the eye, why is the curvature of the line representing the edge of the lower base greater than that representing the upper? 10

4. How many views are necessary to show the facts of form of the sphere? 10
5. Represent a cone two inches high and one-inch base, standing in front and below the eye. 10
6. Draw top view and side view of the same cone. 10
7. Draw a rosette having a three-inch circle for the base. 10
8. Draw an ellipse whose diameters are in the proportion of one to three. 10

Reading.

To be supplied by the commissioner.

P. M.

Composition.

Write a composition on one of the following subjects:

The Art of Cookery.

Asking Questions in School Work.

My Favorite Tree.

Credits will be given on the merits of the composition with particular reference to three points:

1. The matter, *i. e.*, the thoughts expressed. 25
2. The correctness and propriety of the language used. 25
3. The orthography, punctuation, division into paragraphs, use of capitals and general appearance. 25

(For remaining 25 credits, see regulations.)

Grammar.

- 1 The prince who imitates their conduct should be warned by their example, and,
- 2 while he plumes himself upon the security of his title to the crown, should remember,
- 3 that, as it was acquired by one revolution, it may be lost by another.—*Junius*.

The first six questions refer to the above selection.

NOTES.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase or clause.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized—the article *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz., transitive and intransitive; a transitive verb may be used in the active or the passive voice.

13. In parsing a verb, observe the following order: principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Select one adjective clause, and one objective clause. 10
2. Select two adverbial clauses. 10
3. Name the two predicate verbs of which *prince* is the subject. 10
4. Parse (a) *that* (line 3); (b) *as* (line 3). 10
5. Give the mode of (a) the first verb; (b) the second verb. 10
6. State the voice of each of the last two verbs. 10
7. Name five nouns which have no plurals. 10
8. Give the feminine of (a) sultan; (b) administrator; (c) hero; (d) czar; (e) equestrian. 10
9. What is the rule in regard to the use of *who*, *which* and *that* as relating to persons or things? 10
10. In sentences, illustrate the use of the word *well* (a) as an adjective; (b) as an adverb. 10

Physiology and Hygiene.

Each of the following questions has twelve and one-half credits assigned to it.

1. How many bones between the knee joint and the ankle joint? What are their names?

2. Why is prolonged exercise to be avoided before breakfast?
3. Describe the sweat glands and their function.
4. Through what arteries, veins and capillaries does the blood flow in its passage from the right ventricle to the left auricle?
5. Of which kind of nerve matter are ganglia mainly composed? What is the office of white nerve matter? What is the office of gray nerve matter?
6. Why is there a partial loss of the sense of smell when we have a cold?
7. Locate and state the office of the ear-drum.
8. Give a rule of hygiene in regard to the air we breathe, as to its effect on the blood. State reason for the rule given.

American History.

Each of the following questions has twelve and one-half credits assigned to it.

1. State a historical fact connected with the name of Walter Raleigh. Of Daniel Boone.
2. Name a great restriction which the English government placed upon the commerce of the American colonies.
3. Mention two permanent English settlements made in America near the beginning of the seventeenth century.
4. By whom and under what circumstances were those famous words, "Don't give up the ship," uttered?
5. For what is Valley Forge memorable?
6. State facts as to the military career and the administration of Andrew Jackson.
7. Who invented the electric telegraph? Where was the first telegraph line built?
8. Give a brief account of the first battle of Bull Run.

Current Topics.

Of the following questions, the candidates will answer only eight, to each of which twelve and one-half credits are assigned.

1. State some fact concerning John Ericsson.
2. How many States are comprised in the Union?
3. What Irish exile, who afterward attained literary distinction in this country, died recently?
4. Locate and briefly describe a recent railroad accident in Pennsylvania that was attended with great loss of life.
5. How many members of the Legislature are to be elected this fall?
6. Name the presidents of three colleges in this State.
7. Who has been recently nominated by each of the two great political parties for associate judge of the Court of Appeals?
8. What South American republic holds its first presidential election this fall?
9. What State educational meeting is to be held this month?
10. What is the coming world's fair in Chicago intended to commemorate?
11. Name a candidate for member of Congress in your district.
12. Who are the three most prominent living American poets?

Methods and School Economy.

1. What is mechanical reading? How would you overcome it?
2. Ideas based exclusively on one sense can not be obtained through another. Illustrate the application of the foregoing law in teaching. 10
3. In primary work which should precede, the definition or the development of the idea? Why? 10
4. What should guide you in assigning lessons to a class? 10
5. Give three good rules to be observed by the teacher in school government. 10
6. State your questions, and the pupil's probable answers, in leading him to understand a process of dividing 5 by $\frac{1}{4}$. 10
7. What is meant by the "art of computation" as used in arithmetic? 10
8. Name two school exercises which specially cultivate the perceptive faculties. 10
9. Describe a plan for a language exercise in primary teaching. 10
10. What are proper incentives to study? 10

SATURDAY, NOVEMBER 1, 1890.—SECOND AND THIRD GRADES.

A. M.

Arithmetic.

Each of the following questions has ten credits assigned to it.

1. Define (a) exact divisor; (b) composite number.
2. Classify the following fractions as proper or improper, and give reason for the classification: $\frac{29}{3}$; $\frac{19}{9}$; $\frac{15}{3}$.
3. (a) Using proper abbreviations, write thirty-five acres, forty-two square chains, sixty square links. (b) Write in Arabic notation twenty-six millions ninety-two.
4. Reduce 894 pounds of wheat (a) to bushels, pecks and quarts; (b) to bushels.
5. 8 hr. 18 min. 45 sec. is what decimal of a day? (Correct to five decimal places.)
6. Find the cost of 8 T. 14 cwt. 56 lb. of hay. at \$8.50 per ton.
7. At \$1.20 per yard, what will be the cost of a carpet for a flight of 18 steps each $7\frac{1}{2}$ inches high and $10\frac{1}{2}$ inches wide?
8. A carpet dealer sold a rug for \$25, and gained $33\frac{1}{3}$ per cent on its cost. How much did the rug cost him?
9. Find the value to-day of a note for \$108 and interest, given in this State October 11, 1888.
10. Find how many shingles will be required to cover a roof 32 feet long and 16 feet wide on each of its two sides, allowing the shingles to be 4 inches wide and to be laid $4\frac{1}{2}$ inches to the weather.

Geography.

Each of the following questions has ten credits assigned to it.

1. Name three important mineral products of Pennsylvania.
2. What are geysers? Where would you go to find them on the grandest scale?
3. What effect has the Sierra Nevada mountains on the climate of the region east of them?
4. Name five bays on the coast of New England.
5. In what region of South America is the climate hottest?
6. Name five kinds of animals found native in the North Frigid zone.
7. Which country of Europe produces most wine? Tin? Silk? Lace? Salt?
8. In what country of Europe is Mohammedanism the prevailing religion? In what country was Mahomet born?
9. Name one sea and two channels between Great Britain and Ireland.
10. Describe the Congo river, mentioning source, direction and water into which it flows.

Civil Government.

Each of the following questions has twelve and one-half credits assigned to it.

1. Name two restrictions which the Constitution of the United States places upon the separate States.
2. What is the principal function of the Governor in our State government?
3. Why does Congress have entire control of the matter of naturalization?
4. Under whose immediate care is the Post-office Department?
5. What is a patent-right?
6. Where is the power to coin money vested? Why?
7. What is the purpose of a Constitution?
8. Mention three duties of a supervisor.

Drawing.

NOTES.—Twenty credits of the one hundred allotted to this paper will depend on the general excellence of the drawing. Each of the following questions has ten credits assigned to it.

The word *view* as used in this paper, refers to facts of form and position.

1. Name two kinds of surfaces. Give one example of each.
2. When is a line (a) perpendicular? (b) vertical?
3. What is a diagonal of a figure?
4. Arrange a cylinder horizontally from left to right. Draw top and end views.
5. Represent a square prism standing with top and front face visible in front and below the eye.
6. What three elements are used in a rosette arrangement?

7. Draw a vertical line two inches. Trisect it, and through upper point of trisection draw a horizontal, two-thirds as long as vertical, one-half on each side. These lines are the bases for two units. Connect the ends of these lines by straight lines to make one unit. By curves to make another unit. Use one of the units in an original design.
8. Define square, oblong and circle.

Reading.

To be supplied by the commissioner.

P. M.

Composition.

Write a composition on one of the following subjects:

- Birds' Nests.
- Pruning Trees.
- How to Study.

Credits will be given on the merits of the composition with particular reference to three points:

1. The matter, *i. e.*, the thoughts expressed. 25
2. The correctness and propriety of the language used. 25
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance. 25

(For remaining credits, see Regulations.)

Grammar.

Each of the following questions has ten credits assigned to it:

1. The night wind with a desolate moan swept by,
2. And the old shutters of the turret swung
3. Screaming upon their hinges; and the moon,
4. As the torn edges of the clouds flew past,
5. Struggled aslant the stained and broken panes
6. So dimly that the watchful eye of death
7. Scarcely was conscious when it went and came.

—[N. P. Willis

The first six questions refer to the above selection.

NOTES.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase or clause.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized—the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz., transitive and intransitive; a transitive verb may be used in the active or the passive voice.

13. In parsing a verb, observe the following order: principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Select three subordinate clauses, and state what each modifies.
2. Give three modifiers of *eye* (line 6).
3. Give three modifiers of *struggled* (line 5).
4. Select three conjunctions.
5. Give syntax of (a) *moon* (line 3); (b) *panes* (line 5).
6. State to which part of speech each of the following words belongs: (a) *night* (line 1); (b) *swept* (line 1); (c) *their* (line 3); (d) *screaming* (line 3); (e) *dimly* (line 6).
7. Give the gender of the noun *army* in the following sentence: The army in its march destroyed everything.
8. Give the nominative case plural of each of the personal pronouns.
9. By sentences illustrate the use of (a) a transitive verb in the emphatic form; (b) an intransitive verb in the progressive form.
10. Give the third person singular of the verb *sit* in all the tenses of the indicative mode.

Physiology and Hygiene.

Each of the following questions has twelve and one-half credits assigned to it.

1. Point out adaptation of means to end in the number and character of the bones of the wrist.
2. From what source do the perspiratory glands draw the perspiration?
3. Give a rule of hygiene stating the effect of exercise on the blood.
4. Write proper directions for ordinary daily care of the teeth.
5. What part of the system is especially refreshed by sleep? How many hours of sleep, daily, does a child ten years old require? How many hours an adult?
6. Mention one article of food which, of itself alone, will sustain the body in health. Why will it do so?
7. Why does exercise increase the action of the heart?
8. What solid medium communicates vibrations of the ear-drum to the inner ear?

American History.

Each of the following questions has twelve and one-half credits assigned to it.

1. What historic event is suggested by the name of Braddock? Of John Brown?
2. Tell the story of Major André.
3. State how the United States government acquired Florida.
4. Mention the most important military event associated with each of the following: Meade, Sherman, Sheridan.
5. What is the Monroe Doctrine?
6. Name two great poets, two historians, and two great novelists of America, living or deceased.
7. What people gave the statute of "Liberty Enlightening the World" to America? Who designed the statute? Where is it located?
8. Name and locate two great colleges for the education of women alone.

Current Topics.

Of the following questions, the candidates will answer only eight, to each of which twelve and one-half credits are assigned.

1. What distinguished Frenchman visited this country last month?
2. Mention five of the great metropolitan daily newspapers.
3. When does our next State Legislature convene?
4. What great American jurist died about the middle of last month?
5. What official position did he hold at the time of his death?
6. Who designates Thanksgiving day?
7. What State educational meeting is to be held in January?
8. Mention the candidates for the office of school commissioner in your commissioner district.
9. What is the next legal holiday in this State?
10. When will Congress next assemble?
11. What is meant by the Township system as applied to schools?
12. Name all surviving ex-Vice-Presidents of the United States.
13. What reform in the domestic life of members of the Mormon Church is advocated by the head of that church?

Methods and School Economy.

Each of the following questions has ten credits assigned to it.

1. Why should incorrect forms never be presented to the eyes of children?
2. Multiply 576 by 32, and state how you would explain to a class the true value of the partial products.
3. State two advantages resulting from oral spelling.
4. Give a good method of teaching current topics.
5. State two rules to be usually observed by the teacher in questioning.
6. What is the teacher's duty in regard to the peculiarities of temper in children?
7. What method do you pursue in assigning lessons?
8. What are two of the principal elements in memorizing?
9. To what extent would you yield to adverse opinion in the use of new methods?
10. In teaching the physical geography of a continent, in what order would you take up the following topics: Rivers, climate, highlands, lakes, animal and vegetable life? Give, in general terms, a reason for the order of presentation.

3. UNIFORM EXAMINATIONS FOR COMMISSIONERS' CERTIFICATES.—STATISTICAL TABLE SHOWING RESULTS BY COMMISSIONER DISTRICTS.

COUNTIES.	Districts.	Number of examinations.		Number of candidates examined.	FIRST-GRADE CERTIFICATES.		SECOND-GRADE CERTIFICATES.		THIRD-GRADE CERTIFICATES.		Number failing to obtain certificates.	Number of temporary licenses issued.	Teachers licensed by other authority.	Total number of teachers licensed to October 15, 1890.	Number of teachers employed and teaching simultaneously.	Number of new teachers licensed.
		Number passing for.	Number indorsed.		Number passing for.	Number indorsed.	Number passing for.	Number renewed upon examination.								
Albany.....	1	3	4	34	15	6	9	4	12	9	17	53	50	5		
	2	2	.....	70	20	4	24	5	24	4	2	59	55	8	
	3	1	.....	79	23	2	26	7	29	13	27	99	97	16	
Allegany.....	1	13	.....	231	87	15	81	30	60	19	14	221	167	49	
	2	5	.....	237	81	8	124	26	28	18	26	252	168	39	
Broome.....	1	7	.....	265	85	8	70	16	103	12	9	136	127	39	
	2	6	.....	106	57	8	67	13	30	25	20	171	132	39	
Cattaraugus.....	1	8	.....	210	73	40	73	30	56	9	42	222	205	43	
	2	9	.....	347	43	10	149	50	158	12	14	262	209	60	
Cayuga.....	1	5	.....	239	68	14	97	54	81	10	6	165	134	46	
	2	3	.....	165	38	14	76	17	48	20	22	152	147	43	
Chautauqua.....	1	6	.....	164	36	5	62	17	60	10	5	156	114	13	
	2	3	.....	156	32	12	78	27	43	10	48	178	132	47	
Chemung.....	3	3	.....	142	26	10	68	24	83	18	19	121	112	43	
Chenango.....	1	6	.....	233	77	14	72	22	78	13	8	179	133	39	
	2	5	.....	315	80	8	144	38	86	4	15	186	173	46	
	3	4	.....	163	52	36	83	27	37	13	13	180	156	46	
Clinton.....	1	2	.....	195	52	9	73	18	68	60	14	146	146	28	
	2	4	.....	189	55	9	43	7	97	62	8	133	128	16	
Columbia.....	1	6	.....	100	22	9	20	14	52	14	14	85	81	12	
	2	3	.....	104	42	7	51	19	27	6	28	130	124	32	
Cortland.....	1	2	.....	212	33	10	60	37	117	2	32	125	105	28	
	2	6	.....	155	35	18	83	31	31	13	16	136	91	28	
Delaware.....	1	9	.....	352	90	18	110	70	143	22	12	215	205	52	
	2	8	.....	279	62	27	113	44	96	5	6	209	186	51	
Dutchess.....	1	10	.....	158	53	11	63	23	51	47	27	169	171	23	
	2	11	.....	112	28	3	33	12	33	10	9	102	92	21	
Erie.....	1	4	.....	94	35	5	46	5	9	3	22	149	130	11	
	2	4	.....	154	40	12	56	32	69	18	14	122	122	23	
Essex.....	3	10	.....	140	60	13	59	26	23	21	4	117	107	33	
	1	2	.....	160	32	11	44	10	82	43	6	110	108	24	
	2	2	.....	145	35	3	56	7	56	29	10	118	118	38	
Franklin.....	1	7	.....	219	81	4	90	14	48	12	10	170	136	17	

Fulton	2	129	.....	2	26	47	18	56	20	4	120	109	6
Genesee	.....	214	10	1	40	53	17	111	25	13	140	137	28
Greene	.....	215	11	3	67	110	30	27	19	21	190	169	45
	1	119	11	4	29	41	12	40	13	10	102	100	18
	2	170	2	1	24	37	16	107	.....	9	108	91	11
Hamilton	.....	54	.....	.....	6	19	9	29	17	.....	37	37	14
Herkimer	.....	160	18	1	62	59	36	32	30	17	155	144	45
	1	135	2	3	44	75	32	34	29	21	153	135	36
	2	215	7	2	79	109	41	66	7	3	201	152	49
Jefferson	1	195	9	3	34	59	12	93	6	8	137	132	32
	2	192	8	1	44	68	26	72	18	13	143	143	16
	3	31	8	.....	19	7	1	8	9	24	76	76	2
Kings	.....	147	4	.....	19	.....	34	61	17	7	123	109	33
Lewis	.....	139	2	1	29	55	34	52	13	7	126	126	16
	1	188	1	3	48	47	63	104	5	7	132	116	14
Livingston	1	156	7	1	18	59	.....	33	5	32	116	117	38
	2	264	2	2	44	79	26	110	24	27	151	151	44
Madison	1	191	1	1	64	85	31	72	27	19	156	148	31
	2	128	1	2	61	71	18	110	17	19	159	126	41
Monroe	1	160	5	1	52	52	39	22	5	24	158	141	30
	2	177	4	.....	40	67	17	49	7	41	175	182	59
Montgomery	.....	163	22	3	52	59	17	44	3	54	217	84	42
Niagara	1	180	3	1	48	62	18	50	6	10	128	140	28
	2	72	7	1	40	87	35	46	11	11	155	68	14
Oneida	1	126	4	1	38	23	1	7	5	5	76	130	15
	2	168	12	1	28	43	20	43	22	5	140	104	28
Onondaga	3	270	7	.....	24	90	15	47	10	5	116	161	34
	4	131	3	2	68	94	69	105	35	8	162	119	17
	1	133	1	1	50	35	2	35	8	8	122	117	52
Ontario	2	94	1	1	54	51	41	40	7	12	124	132	20
	3	120	.....	.....	41	53	36	35	17	17	142	130	33
Orange	1	210	1	4	32	56	8	24	12	22	156	145	35
	2	106	4	1	80	82	18	56	8	18	174	107	12
	1	179	1	6	20	44	12	32	14	24	115	213	26
Orleans	.....	269	19	.....	55	89	23	59	11	42	221	179	60
Oswego	1	183	3	2	86	146	31	56	22	14	249	126	32
	2	161	2	.....	53	99	25	55	9	13	147	109	28
	3	193	3	3	65	65	17	41	13	6	131	134	32
Otsego	1	291	8	2	74	76	16	51	13	15	157	188	49
	2	296	16	2	73	134	44	68	12	10	224	201	8
Putnam	.....	73	9	.....	79	131	98	90	23	15	220	76	12
Queens	1	53	3	.....	25	16	1	29	4	13	76	128	13
	2	73	7	.....	26	16	2	4	11	6	133	144	10
Rensselaer	1	130	1	5	39	26	16	10	26	46	144	176	18
	2	80	8	1	89	41	41	5	4	24	187	126	14
Richmond	.....	52	12	.....	27	25	6	20	5	37	130	130	8
Rockland	.....	33	11	.....	12	20	2	17	7	101	105	105	10
St. Lawrence	1	200	9	.....	11	10	.....	5	9	34	115	188	47
	2	264	3	.....	75	78	33	67	11	19	200	200	43
	3	296	6	.....	77	89	26	124	25	30	234	182	20

4. HOLDERS OF FIRST-GRADE CERTIFICATES.

Following is a list of all teachers who have received first-grade certificates, under the uniform examination system in the State of New York, from October 15, 1889, to October 15, 1890. These certificates are good for five years from date of issue:

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of issue.
ALBANY COUNTY—FIRST DISTRICT.			
2	Fred. H. Blessing.....	Clarksville	March 6, 1890
3	James H. Callanan.....	Coeymans	August 26, 1890
4	Ephraim H. Parker.....	Coeymans Junction.	August 26, 1890
ALBANY COUNTY—SECOND DISTRICT.			
12	John Dunkin.....	Westerlo	March 8, 1890
13	Mary E. Becker.....	Rensselaerville	August 22, 1890
ALBANY COUNTY—THIRD DISTRICT.			
8	Newton J. Ferguson.....	Guilderland Centre.	September 15, 1890
ALLEGANY COUNTY—FIRST DISTRICT.			
1	Hattie J. Handyside.....	Fillmore.....	March 5, 1890
2	Viola Crowell	Centerville	March 5, 1890
3	Carrie L. Crowell.....	Centerville	March 5, 1890
4	Ella Lyman	Rushford	March 5, 1890
5	Carrie Scott	State Road	March 5, 1890
6	Mary M. Humphry.....	Canaseraga	March 5, 1890
8	Mary E. Crowley.....	Fillmore.....	August 20, 1890
9	Jennie M. Gates	Whitney's Crossing.	August 20, 1890
10	Achsa A. Hildreth.....	Mills' Mills.....	August 20, 1890
11	Maye Lundrigan.....	Rushford	August 20, 1890
12	Ella Blickweck	Angelica.....	August 20, 1890
13	George W. Witherill.....	Canaseraga	August 20, 1890
14	William S. Hamilton	Birdsall.....	August 20, 1890
ALLEGANY COUNTY—SECOND DISTRICT.			
14	Anna Ainsworth	Whitesville.....	March 5, 1890
15	Elvena Forsyth	Whitesville.....	March 5, 1890
16	Helen L. Jones.....	Belmont	August 20, 1890
17	Edwin R. Voorheis.....	Friendship	August 20, 1890
18	Fanny T. York	Wellsville.....	August 20, 1890
BROOME COUNTY—FIRST DISTRICT.			
8	Mary E. Burrows	Deposit.....	March 5, 1890
9	Hattie L. Shutts.....	Lanesboro, Pa	March 5, 1890
10	Frances G. Seymour.....	Binghamton	March 5, 1890
11	Thomas S. Purtell.....	Deposit.....	March 5, 1890
12	Kate C. Watrous.....	Lanesboro, Pa	August 20, 1890
13	Ira E. Lewis	Kattelville.....	August 20, 1890
14	Hattie O. Kniskern	Sanford.....	August 20, 1890
BROOME COUNTY—SECOND DISTRICT.			
9	Mary W. Ross.....	Whitney's Point	March 5, 1890
10	E. P. Merrill	Binghamton	March 5, 1890
11	Grace A. Day.....	Lisle	March 5, 1890
12	Gertie E. Tracy.....	Whitney's Point	August 20, 1890
13	Laura E. Williams.....	Manie	August 20, 1890
CATTARAUGUS COUNTY—FIRST DISTRICT.			
10	F. W. Mundt	Olean	December 30, 1889
11	May L. Lowell	Franklinville	April 3, 1890
12	Mary Hinds	Olean	April 3, 1890
13	Thankful Crandall	Machias	April 3, 1890
14	Anna Belle Norton.....	Hinsdale	August 20, 1890
15	Minnie Lankton	Sandusky	August 20, 1890
16	Effie Thrall	Hinsdale	August 20, 1890
17	Edith Remington	East Ashford.....	August 20, 1890
CATTARAUGUS COUNTY—SECOND DISTRICT.			
23	George E. Waller	Dayton	March 5, 1890
24	Lotta Day	New Albion	March 5, 1890
25	Erna L. Pope.....	Randolph.....	March 5, 1890
26	W. K. Harrison	Salamanca	August 20, 1890

HOLDERS OF FIRST-GRADE CERTIFICATES — (Continued).

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of issue.	
CATTARAUGUS CO.—SECOND DIST.—(Con'td).				
27	Christina Gastmann.....	Randolph.....	August	20, 1890
28	Emma V. Kirkland.....	Randolph.....	August	20, 1890
29	Evan C. Abbott.....	Nashville.....	August	20, 1890
30	Grace E. Johnson.....	Gowanda.....	August	20, 1890
31	May Hall.....	Conewango.....	August	20, 1890
CAYUGA COUNTY—FIRST DISTRICT.				
9	George H. Stewart.....	Fair Haven.....	March	10, 1890
10	Blanche Langworthy.....	Meridian.....	March	10, 1890
11	Isaac F. Devlin.....	Cato.....	August	25, 1890
12	Jennie Lamont.....	Meridian.....	August	30, 1890
13	Elizabeth L. Bradley.....	Ira.....	August	21, 1890
CAYUGA COUNTY—SECOND DISTRICT.				
3	Edward E. Pease.....	Mapleton.....	March	14, 1890
4	J. Guernsey Allen.....	Summer Hill.....	August	20, 1890
5	Estelle G. Robinson.....	Fleming.....	August	20, 1890
CHAUTAUQUA COUNTY—FIRST DISTRICT.				
11	Harry Bouton.....	Harmony.....	August	20, 1890
12	Mary A. Stowell.....	Mayville.....	August	20, 1890
13	Mary L. Coyn.....	Clymer.....	August	20, 1890
14	Louie C. Hazeltine.....	Busti.....	August	20, 1890
15	Anna W. Robertson.....	Panama.....	August	20, 1890
16	Belle Ketchum.....	Sherman.....	August	20, 1890
CHAUTAUQUA COUNTY—SECOND DISTRICT.				
11	Alma R. Hubbard.....	Fredonia.....	March	5, 1890
12	Hattie Dalrymple.....	Silver Creek.....	March	5, 1890
13	Ransom A. Mathewson.....	Hamlet.....	August	19, 1890
CHAUTAUQUA COUNTY—THIRD DISTRICT.				
1	Frederic Soule.....	Ellington.....	March	5, 1890
2	Ernest R. Parker.....	Ellery.....	March	5, 1890
3	Lotta G. Cheney.....	Jamestown.....	March	5, 1890
CHEMUNG COUNTY.				
26	Minnie A. Murphey.....	511 Davis St., Elmira	February	1, 1890
27	Jennie Robins.....	Southport.....	March	5, 1890
28	Winifred Whitenack.....	Horseheads.....	March	5, 1890
29	Mattie Norris.....	Chemung.....	March	5, 1890
30	Alice Fitten.....	407 Davis St., Elmira	March	5, 1890
31	Kate Cahaley.....	Elmira.....	August	20, 1890
32	Etta S. Hall.....	Corning.....	August	20, 1890
CHENANGO COUNTY—FIRST DISTRICT.				
24	Loie E. Wells.....	Norwich.....	March	12, 1890
25	Wallace E. Webb.....	Beaver Meadow.....	March	18, 1890
26	Adelaide C. Peet.....	Masonville.....	March	24, 1890
27	Cora A. Pike.....	Norwich.....	March	24, 1890
28	L. Belle Sage.....	Norwich.....	August	26, 1890
29	Jennie Lorimer.....	Norwich.....	August	26, 1890
CHENANGO COUNTY—SECOND DISTRICT.				
6	Mrs. Alice C. Leach.....	Bainbridge.....	August	19, 1890
7	Al G. Leach.....	Bainbridge.....	August	19, 1890
8	J. Henry Crain.....	McDonough.....	August	19, 1890
9	Phebe R. Hayes.....	North Fenton.....	August	19, 1890
10	Albert B. Merriam.....	McDonough.....	August	19, 1890
CLINTON COUNTY—FIRST DISTRICT.				
7	Lillia H. Stiles.....	Plattsburgh.....	August	22, 1890
10	Mary McDonald.....	Port Henry.....	August	22, 1890
CLINTON COUNTY—SECOND DISTRICT.				
4	Mamie E. Reilly.....	Chateaugay.....	March	4, 1890
5	Fred E. Duffy.....	Parishville.....	March	4, 1890
6	Winnifred S. Bestor.....	Champlain.....	March	4, 1890
7	Herbert C. W. Kingsbury.....	Roxham, P. Q.....	August	19, 1890

HOLDERS OF FIRST-GRADE CERTIFICATES — (*Continued*).

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of issue.
COLUMBIA COUNTY—FIRST DISTRICT.			
19	Katharine G. Bennett	Hollowville	October 15, 1889
20	D. Bruce Stickles	Elizaville	January 23, 1890
21	Mary B. Graw	Craryville	February 25, 1890
22	Edwin D. Tator	Hudson	April 7, 1890
23	Bessie L. Stevens	Elizaville	April 7, 1890
24	Susie C. Pulver	Copake	September 4, 1890
COLUMBIA COUNTY—SECOND DISTRICT.			
7	Lottie M. Vincent	Chatham	March 5, 1890
8	Louise Schermerhorn	Kinderhook	March 5, 1890
9	Sarah L. Thompson	Hillsdale	August 20, 1890
CORTLAND COUNTY—FIRST DISTRICT.			
11	Addie Walworth	Cortland	March 4, 1890
12	Wesley Kimmick	Harford	March 4, 1890
CORTLAND COUNTY—SECOND DISTRICT.			
6	Cora Carpenter	Homer	March 10, 1890
7	Josephine Barker	Homer	March 10, 1890
8	Everett E. Poole	DeRuyter	August 23, 1890
9	Michael McGraw	Truxton	August 23, 1890
10	Fannie M. Butler	Preble	August 23, 1890
11	Anna E. Hazelton	Solon	August 23, 1890
DELAWARE COUNTY—FIRST DISTRICT.			
27	Adelaide Bancroft	Harpersville	March 15, 1890
28	Alice E. Russell	Bovina	August 20, 1890
29	Bertha B. Clark	Sidney	August 20, 1890
30	Arthur W. Rowell	Franklin	August 20, 1890
31	Robert Chambers	Hamden	August 20, 1890
32	Nellie Baumes	Masonville	August 20, 1890
33	Claudine Proskine	Fish's Eddy	August 20, 1890
34	Samuel A. Robinson	Downsville	August 20, 1890
35	Ruby J. Chamberlin	Franklin	August 20, 1890
DELAWARE COUNTY—SECOND DISTRICT.			
14	Charles A. Ballard	Dunraven	March 28, 1890
15	Fanny P. Harkness	Davenport	March 28, 1890
16	Albert D. Hohenbeck	Griffin's Corners	March 28, 1890
17	Libbie Odell	Delhi	March 28, 1890
18	Nettie C. Gladstone	Andes	August 21, 1890
19	Annie M. Beckwith	Cabin Hill	August 30, 1890
20	Anna George	Andes	September 9, 1890
21	Alta E. Smith	Delhi	September 9, 1890
DUTCHESS COUNTY—FIRST DISTRICT.			
18	Jessie I. Yates	Hughsonville	March 5, 1890
19	Matie O. Hicks	Pleasant Valley	March 5, 1890
20	Jennie F. Hoyt	Hughsonville	August 20, 1890
21	Augusta H. Eaton	Wappinger's Falls	August 20, 1890
22	Josephine Thorne	Millbrook	August 20, 1890
23	Ida W. Hustis	Glenham	August 20, 1890
24	Carrie L. Wiltse	Fishkill-on-Hudson	August 20, 1890
25	Carrie F. Vail	Millbrook	August 20, 1890
26	Alice M. Sutherland	Matteawan	August 20, 1890
27	Emily H. Cline	Amenia Union	August 20, 1890
DUTCHESS COUNTY—SECOND DISTRICT.			
19	A. Eugene Herrick	Milan	March 10, 1890
20	Martha Cramer	Rhinebeck	March 10, 1890
21	Sara E. Bowen	Rhinebeck	March 11, 1890
22	Mary A. Slauson	Rhinebeck	March 11, 1890
23	Lizzie Cramer	Rhinebeck	March 11, 1890
24	John H. Hagar	Madalin	March 11, 1890
25	Kate A. Van Steenberg	Rhinebeck	March 12, 1890
26	Maggie McIntyre	McIntyre	August 21, 1890
27	Merritt Wallace	Pleasant Plains	August 21, 1890
28	Charles Wickes	New Hamburg	August 21, 1890
29	Jennie Iler	Heath, Ulster county	August 21, 1890

HOLDERS OF FIRST-GRADE CERTIFICATES — (Continued).

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of issue.	
ERIE COUNTY—FIRST DISTRICT.				
10	Kate A. Long	Clarence.....	March	5, 1890
11	Frank A. Helwig.....	Clarence.....	March	5, 1890
12	Sherman W. Krull.....	Clarence Center	August	20, 1890
13	Clarence G. Erb.....	Bowmansville	August	20, 1890
ERIE COUNTY—SECOND DISTRICT.				
5	Wesley C. Dudley.....	South Wales	March	5, 1890
6	Robert M. Pratt.....	Eden Valley.....	March	5, 1890
7	Mayme J. Doyle	Hamburgh	August	19, 1890
8	Anna M. Norton	Eden Valley.....	August	19, 1890
ERIE COUNTY—THIRD DISTRICT.				
7	William T. Fitzpatrick.....	Ellicottville	February	3, 1890
8	Jennie Murray.....	Boston	April	10, 1890
9	Howard Tolman	Gowanda	April	10, 1890
10	W. J. Sloane.....	Marshfield	April	10, 1890
11	Elbert Estes.....	N. Collins.....	April	10, 1890
12	Mae Tolman	Gowanda	April	10, 1890
13	Joella Gaylord.....	Springville	August	25, 1890
14	Dora M. Norris.....	Springville	August	25, 1890
15	Willis G. Clark.....	Wyandale	August	25, 1890
16	Linda Tillottson.....	Evans.....	August	25, 1890
ESSEX COUNTY—FIRST DISTRICT.				
10	R. M. Holden.....	Ellenburgh Centre..	March	13, 1890
11	Mary McFarland.....	Keene	August	26, 1890
ESSEX COUNTY—SECOND DISTRICT.				
15	Lillian I. Cowan	Ironville.....	March	10, 1890
16	Clara A. Weram	Westport	March	10, 1890
FRANKLIN COUNTY—FIRST DISTRICT.				
16	Addie Caldwell	Malone	March	5, 1890
17	Jessie Broughton	Malone	August	20, 1890
18	Hattie C. Duane	Duane	August	20, 1890
19	Maria James.....	Malone	August	20, 1890
20	Parsons D. King	Chateaugay	August	29, 1890
21	Bertha Paddock	Malone	August	20, 1890
22	Edward Stevens	Malone	August	20, 1890
FRANKLIN COUNTY—SECOND DISTRICT. None issued.				
FULTON COUNTY.				
20	J. C. Casler.....	Gloversville	March	6, 1890
21	Arvilla Cool	Dolgeville	March	6, 1890
22	Sarah Grimes.....	Johnstown	March	6, 1890
23	Nettie Phipps	Lotville.....	March	6, 1890
24	Mary A. Barrett.....	Oppenheim.....	March	6, 1890
*25	.....	.....	.....	.....
26	Francis C. Lewis	West Galway.....	March	6, 1890
27	Allie McCrevey.....	Gloversville	March	15, 1890
28	Zedechia Myres.....	St. Johnsville	August	26, 1890
29	Anna Bartlett.....	Edinburgh	September	4, 1890
30	Ella Sagar.....	Gloversville	September	4, 1890
GENESEE COUNTY.				
25	Irving Hickox	Alexander.....	March	5, 1890
26	Emma Miller.....	Darien.....	March	5, 1890
27	A. B. Omwake	Stone Church.....	March	5, 1890
28	Lizzie J. Prescott.....	Batavia.....	March	5, 1890
29	Ella F. Wood	Bergen	March	5, 1890
30	Hattie Mann	Corfu	March	5, 1890
31	Carrie Madole.....	Oakfield	March	5, 1890
32	Fred W. Hamilton.....	Bethany	August	20, 1890
33	Cary E. Hoxie.....	West Bethany	August	20, 1890
34	Clara Trick.....	Stafford	August	20, 1890
35	Charles F. Walker.....	Byron.....	August	20, 1890

* Issued irregularly and recalled.

HOLDERS OF FIRST-GRADE CERTIFICATES — (Continued).

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of issue.	
GREENE COUNTY—FIRST DISTRICT.				
3	Miss Rita Snyder	Catskill	March	11, 1890
4	H. B. Niver, A. B.	Catskill	March	11, 1890
5	Anna Irwin	Catskill	March	20, 1890
6	Emily Irwin.....	Catskill	March	20, 1890
7	Mary Thomas.....	Catskill	March	20, 1890
8	Antoinette Peary	Athens.....	March	20, 1890
9	Mary M. Perry	Catskill	August	20, 1890
10	Ella De La Mater	Catskill	August	20, 1890
11	Charles T. Beers.....	Catskill	August	20, 1890
12	Charles Hale.....	Catskill	August	20, 1890
13	Nellie E. O'Brien	Catskill	August	20, 1890
GREENE COUNTY—SECOND DISTRICT.				
7	Herbert A. Chatfield.....	Prattsville.....	March	13, 1890
8	Addie E. Taylor	East Durham	August	25, 1890
HAMILTON COUNTY.				
None issued.				
HERKIMER—FIRST DISTRICT.				
26	Emma C. Coffin.....	Ilion	March	31, 1890
27	Kate M. Coffin	Ilion	March	31, 1890
28	Kittie D. Walrath.....	Little Falls.....	March	31, 1890
29	Harriett Wright	Little Falls.....	March	31, 1890
30	Cora M. Sharpe	Little Falls.....	March	31, 1890
31	Maggie Wolcott.....	Little Falls.....	March	31, 1890
32	Isola E. Goetchins.....	Little Falls.....	March	31, 1890
33	Rose A. Ellison	Little Falls.....	March	31, 1890
34	Helena J. Ballard.....	Little Falls.....	March	31, 1890
35	Anna M. Atkins.....	Richfield Springs...	March	31, 1890
36	Charles F. Simpson.....	Cold Brook.....	March	31, 1890
37	Hattie A. Conway.....	South Trenton	March	31, 1890
38	Anna Hall.....	Gray.....	March	31, 1890
39	Arthur J. Ackley.....	Paine's Hollow.....	August	23, 1890
40	Oscar N. Duesler.....	St. Johnsville	August	23, 1890
41	Edith G. Pardee.....	Russia	August	23, 1890
42	Nellie H. Enos	Vernon	August	23, 1890
43	John B. Funnell.....	Fairfield.....	August	28, 1890
HERKIMER—SECOND DISTRICT.				
6	Emily D. Williams.....	Ilion	October	19, 1889
7	Minnie Louise Blanchard.....	Mohawk	March	10, 1890
8	Horatio P. Baum	East Schuyler.....	September	2, 1890
JEFFERSON COUNTY—FIRST DISTRICT.				
37	Olive E. Gowdy	S. Champion	March	10, 1890
38	Flora Kellogg.....	Adams.....	March	10, 1890
39	William S. Maxson	Adams Centre.....	August	20, 1890
40	E. N. McKinley.....	Rodman	August	20, 1890
41	Lulu Dealing	Adams Centre.....	August	20, 1890
42	Ida Northrup	Limerick	August	20, 1880
43	B. W. Alverson.....	East Hounsfield	August	20, 1890
JEFFERSON COUNTY—SECOND DISTRICT.				
1	Hettie M. Clearwater.....	Natural Bridge	March	12, 1890
2	Ada M. Burns.....	Carthage	March	12, 1890
3	W. V. Graves.....	Champion	March	12, 1890
4	Nellie R. Cramer	South Rutland	March	12, 1890
5	William L. Wheeler	Antwerp.....	March	12, 1890
6	Flora E. Kellogg.....	Carthage	September	1, 1890
7	Hattie A. Merrill.....	Carthage	September	1, 1890
8	Nellie E. Matthew	Carthage	September	1, 1890
9	F. W. Dove	Antwerp	September	1, 1890
JEFFERSON COUNTY—THIRD DISTRICT.				
21	Charles E. Bretch.....	Clayton	March	12, 1890
22	Michael C. Mahar.....	Clayton	March	12, 1890
23	John O'Leary	Alexandria Bay....	March	12, 1890
24	Wilbur D. Phillips.....	St. Lawrence.....	March	12, 1890
25	Martin H. Walrath	St. Lawrence.....	August	20, 1890
26	Clara F. Whittemore	Cape Vincent.....	August	20, 1890

HOLDERS OF FIRST-GRADE CERTIFICATES — (Continued).

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of issue.	
JEFFERSON Co.—THIRD DIST.—(Cont'd).				
27	Philip S. Slate.....	Clayton	August	20, 1890
28	Kate N. Bert ...	Redwood	August	20, 1890
KINGS COUNTY.				
60	Mary A. Byrne	Brooklyn	March	22, 1890
61	Clara L. Jepson.....	Flatbush	March	22, 1890
62	Louise Borchers.....	Flatbush	March	22, 1890
68	Anne C. Long.....	Blythbourne	August	23, 1890
LEWIS COUNTY—FIRST DISTRICT.				
6	Minnie J. Tiffany.....	Glendale	March	29, 1890
7	Samuel J. Neff.....	Constableville	August	20, 1890
LEWIS COUNTY—SECOND DISTRICT.				
11	Max A. Stackel	Copenhagen	April	11, 1890
LIVINGSTON COUNTY—FIRST DISTRICT.				
10	Orra L. Burroughs	Avon	March	5, 1890
11	Emma L. Rathbun	East Avon.....	March	5, 1890
12	Sara C. Crouse.....	Rochester	March	4, 1890
13	Cathrine C. Graham.....	Rochester	March	4, 1890
14	Kathrine McCarthy	Rochester	March	4, 1890
15	Mrs. Anna Wallace	Avon	August	21, 1890
16	Libbie A. Jefferds	Lima	August	21, 1890
LIVINGSTON COUNTY—SECOND DISTRICT.				
6	Franc Edwards.....	Dansville	August	20, 1890
MADISON COUNTY—FIRST DISTRICT.				
6	Elon D. Wheeler.....	Eaton.....	May	30, 1890
7	Stephen R. Campbell.....	Lebanon	August	20, 1890
8	Frank Stanbro.....	Brookfield.....	August	20, 1890
9	Benjamin J. Wightman.....	West Eaton	August	20, 1890
10	Earnest A. Winchell.....	DeRuyter	September	1, 1890
MADISON COUNTY—SECOND DISTRICT.				
11	Harry K. Prosser.....	North Manlius	January	2, 1890
12	Lucius L. Caze.....	Nelson	August	20, 1890
13	Lizzie E. Hall.....	Chittenango.....	August	20, 1890
14	Patrick Keating	Chittenango Falls ..	August	20, 1890
MONROE COUNTY—FIRST DISTRICT.				
11	Frank L. Cook	West Webster.....	March	5, 1890
12	Margaret Hartley.....	Fairport	March	5, 1890
13	Rose A. Kennedy	Penfield.....	March	5, 1890
14	Ella J. Newton	East Henrietta.....	September	2, 1890
15	D. O'Connor, Jr.....	Mendon	September	2, 1890
MONROE COUNTY—SECOND DISTRICT.				
5	Clara Cumming.....	Churchville.....	March	6, 1890
6	Will H. Good.....	Parma	March	6, 1890
7	Emma Clark	North Chili	August	20, 1890
8	John Curvin.....	Chili.....	August	20, 1890
MONTGOMERY COUNTY.				
24	Sadie E. White.....	Amsterdam	April	3, 1890
25	Ella Ehle	Fort Plain.....	April	3, 1890
26	Fannie Ehle.....	Fort Plain.....	April	3, 1890
27	Carrie Kibbie	Amsterdam	April	16, 1890
28	Romane Saltsman.....	Fort Plain.....	May	1, 1890
29	Fox Sponable.....	Fort Plain.....	May	1, 1890
30	George M. Burr.....	Gloversville.....	May	5, 1890
31	Jennie Vrooman.....	Amsterdam	August	28, 1890
32	Georgia E. Shebley.....	Rural Grove.....	August	29, 1890
33	H. Rite Spore	Amsterdam	August	29, 1890
34	John W. Wood.....	Melrose	August	29, 1890
35	Adam Yordon.....	Rockton	August	30, 1890
36	Elizabeth D. Elwood	Canajoharie.....	August	30, 1890
37	Charles A. Hutton.....	Currytown	August	30, 1890
38	Cora B. Pulver.....	Currytown ..	September	9, 1890
39	Vedder Yates	Randall.....	September	16, 1890

HOLDERS OF FIRST-GRADE CERTIFICATES — (Continued).

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of issue.
	MONTGOMERY Co.		
40	Lillie A. Sherwood	Rural Grove	September 16, 1890
41	Lillie Van Antwerpt	Fonda	September 16, 1890
42	Eva Wock	Fort Plain	September 16, 1890
43	Elizabeth Donnan	Amsterdam	September 16, 1890
44	Adaline Young	Amsterdam	September 16, 1890
	NIAGARA COUNTY — FIRST DISTRICT.		
5	Carrie A. Bradley	Warren's Corners ..	August 20, 1890
6	David S. Weinheimer	Tonawanda	August 20, 1890
7	Mary I. Silsby	Orangeport	August 20, 1890
	NIAGARA COUNTY — SECOND DISTRICT.		
11	Jessie C. Swain	Youngstown	April 21, 1890
12	Susan T. Murray	Niagara Falls	September 1, 1890
13	Ella F. Williams	Niagara Falls	September 1, 1890
14	William D. Wisner	Ridge Road	September 1, 1890
15	Elmer B. Townsend	Ridge Road	September 1, 1890
16	Jessie M. Oatman	Suspension Bridge ..	September 1, 1890
17	Mary O'Malley	Barkers	September 1, 1890
	ONEIDA COUNTY — FIRST DISTRICT.		
4	Mattie Bell	Whitesboro	March 4, 1890
5	Margaret M. Shaw	Deerfield	August 19, 1890
6	Frank R. Hughes	New York Mills	August 19, 1890
7	John R. Pugh	Maynard	August 19, 1890
	ONEIDA COUNTY — SECOND DISTRICT.		
13	F. C. Kane	Sauquoit	March 24, 1890
14	S. Antoinette Bigelow	Waterville	March 24, 1890
15	Wendell S. Avery	Bridgewater	March 24, 1890
16	Udora Snyder	Waterville	March 24, 1890
17	Arthur M. Scripture	Clinton	August 21, 1890
18	Keokee A. Smith	Waterville	August 23, 1890
19	Anna D. Terry	Waterville	August 23, 1890
20	Ellen M. Harris	Waterville	August 23, 1890
21	Mary J. Davies	Waterville	August 23, 1890
22	Alta V. Brown	Deansville	August 23, 1890
23	C. E. Button	Pierpont	September 23, 1890
	ONEIDA COUNTY — THIRD DISTRICT.		
219	O. J. Houghton	North Bay	March 12, 1890
220	William Long	Camden	March 13, 1890
227	Mary J. Davis	Rome	March 27, 1890
256	L. Emory Simons	Camden	August 21, 1890
262	E. F. Doran	Durhamville	August 22, 1890
277	F. N. Paddock	East Florence	September 1, 1890
283	Emma J. Traxel	New London	September 20, 1890
	ONEIDA COUNTY — FOURTH DISTRICT.		
6	Flora M. Morling	Boonville	March 6, 1890
7	E. E. Whittemore	Prospect	August 25, 1890
	ONONDAGA COUNTY — FIRST DISTRICT.		
9	Margaret E. Fuger	Baldwinsville	December 4, 1889
10	H. Virginia Frazee	Elbridge	January 10, 1890
11	William E. Pulver	Memphis	March 26, 1890
12	Jessie Mann	Jordan	August 14, 1889
13	Mark M. Odell	Baldwinsville	May 10, 1890
14	May E. Holihan	Elbridge	August 20, 1890
15	Anna E. O'Niel	Liverpool	August 20, 1890
16	Emma R. Howland	Marcellus	August 20, 1890
17	C. Florentine Holley	Baldwinsville	August 20, 1890
18	Helen L. Rindge	Baldwinsville	August 14, 1889
19	Bessie M. Reynolds	Baldwinsville	August 14, 1889
	ONONDAGA COUNTY — SECOND DISTRICT.		
12	Clara M. Norton	Onondaga	October 21, 1889
13	Vincent K. Barker	East Onondaga	August 30, 1890
14	Sarah L. Butler	East Onondaga	August 30, 1890
15	Margaret Stuart	Skaneateles	August 30, 1890

HOLDERS OF FIRST-GRADE CERTIFICATES — (*Continued*).

Number of certificate.	COUNTY, DISTRICT AND NAME;	Post-office address.	Date of issue.	
ONONDAGA COUNTY — THIRD DISTRICT.				
7	Jacob L. Wright.....	Brewerton.....	March	5, 1890
8	William R. Alsever.....	Cicero	August	20, 1890
ONTARIO COUNTY — FIRST DISTRICT.				
1	Edwin D. Morgan	Phelps	March	17, 1890
2	Jennie DeLacy	Geneva	March	25, 1890
5	Carrie L. Mead	Geneva	March	25, 1890
6	Annie Swift	Geneva	March	25, 1890
7	K. Maud Armstrong.....	Oaks Corners.....	March	25, 1890
8	Cora D. Robison	Clifton Springs	September	8, 1890
9	Matilda H. Brewer.....	Geneva	September	8, 1890
10	Clara Barber.....	Geneva	September	8, 1890
Nos. 3 and 4 were irregular and were revoked.				
ONTARIO COUNTY — SECOND DISTRICT.				
22	Alice G. Tozer	Bristol Springs	February	6, 1890
23	Carrie E. Browne.....	West Bloomfield....	August	5, 1888
24	Addie M. Hall	Canandaigua	March	5, 1890
25	Carrie A. Ellis.....	Canandaigua	August	29, 1890
26	Matie O'Connor.....	Mendon	August	29, 1890
27	Mabel Stillman	Canadice	August	30, 1890
28	Anne Rockwood	Canandaigua	August	30, 1890
ORANGE COUNTY — FIRST DISTRICT.				
11	Webster Brooks	Fort Montgomery ..	March	20, 1890
12	Charlotte E. Gedney.....	Newburgh.....	March	20, 1890
13	M. Ella Reveley.....	Cornwall-on-Huds'n	March	20, 1890
14	Agnes Mullenbeaux.....	Mountainville.....	March	20, 1890
15	Hattie Fitzgerald.....	Monroe	March	20, 1890
16	Jennie Mitchell.....	Newburgh.....	March	20, 1890
17	Harriett E. Price.....	Cornwall-on-Huds'n	August	20, 1890
18	Peter N. Mitchell.....	Highland Mills	August	20, 1890
19	John W. Cook.....	Middle Hope	August	20, 1890
20	Daniel C. Carvey.....	Montgomery	August	20, 1890
ORANGE COUNTY — SECOND DISTRICT.				
361	Mary C. Terwilleger.....	Slate Hill.....	March	5, 1890
406	Carrie A. DeWitt	Port Jervis	September	4, 1890
407	Sarah F. Gordon.....	Cuddebackville	September	4, 1890
408	Rena E. Ostrander	Goshen	September	4, 1890
ORLEANS COUNTY.				
20	Carrie R. Baker.....	Albion	March	5, 1890
21	Lolah M. Barrell.....	Albion	March	5, 1890
22	Etta Alderson	Albion	March	5, 1890
23	Grant Cooper	Kenyonville.....	March	5, 1890
24	C. H. I. Potter.....	Lyndonville	March	5, 1890
25	J. E. F. Brown	Albion	March	5, 1890
26	H. C. Goldsmith	Clarendon.....	March	5, 1890
27	N. P. Clement.....	East Carlton	March	5, 1890
28	Julia M. Durcan	West Kendall	March	5, 1890
29	Emma J. Willsea.....	West Kendall	March	5, 1890
30	A. J. Weed	East Carlton	March	5, 1890
31	Daniel C. St. John.....	Clarendon.....	March	5, 1890
32	A. E. Flowers	Yates	August	20, 1890
33	Ella Colby.....	Medina	August	20, 1890
34	Minnie B. Glenn	Albion	August	20, 1890
35	Frances M. Wallace....	West Ridgeway.....	August	20, 1890
36	Lenna A. Smith.....	Lyndonville.....	August	20, 1890
37	Frank L. Foster	Clarendon.....	August	20, 1890
38	Adelbert J. Clark.....	Ridgeway	August	20, 1890
OSWEGO COUNTY — FIRST DISTRICT.				
10	William H. Allen	Granby Center.....	March	4, 1890
11	Bert N. Strong	Hannibal	August	19, 1890
12	Maggie McNamara.....	Hannibal	August	19, 1890
OSWEGO COUNTY — SECOND DISTRICT.				
18	Julia L. Robb	Phoenix	March	10, 1890
19	Minnie L. Kiesinger	Union Square.....	March	10, 1890

HOLDERS OF FIRST-GRADE CERTIFICATES — (Continued).

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of issue.
OSWEGO COUNTY — SECOND DIST.— (Cont'd).			
20	Marian M. Sanders.....	Cleveland.....	August 20, 1890
21	Berdella Vickery.....	Phoenix.....	August 20, 1890
22	Lizzie M. Fuller.....	Central Square.....	August 20, 1890
23	Elwin A. Ladd.....	Central Square.....	August 20, 1890
24	Cora L. Harrington.....	Central Square.....	August 20, 1890
25	May Breed.....	Central Square.....	August 20, 1890
26	A. Leona Collison.....	Phoenix.....	August 20, 1890
27	Addie M. Avery.....	Phoenix.....	August 20, 1890
28	Nellie D. Henley.....	Phoenix.....	August 20, 1890
29	Lillian M. Collison.....	Phoenix.....	August 20, 1890
30	Kittie Stookover.....	Parish.....	August 20, 1890
OSWEGO COUNTY — THIRD DISTRICT.			
16	Francis Towle.....	Lacona.....	March 10, 1890
17	Edith A. Bouton.....	Mexico.....	August 23, 1890
18	Grace M. Brown.....	Mexico.....	August 23, 1890
19	Mildred G. Perry.....	South Richland.....	August 23, 1890
20	Stella A. Pratt.....	Pulaski.....	August 23, 1890
21	Addie M. Terpening.....	Dugway.....	August 23, 1890
22	W. H. Williams.....	Mexico.....	August 23, 1890
23	Archibald S. Knight.....	Mexico.....	August 25, 1890
OTSEGO COUNTY — FIRST DISTRICT.			
3	Fanny H. Murray.....	Cooperstown.....	March 5, 1890
4	Wellington D. Ives.....	Maryland.....	March 5, 1890
5	Edward P. Saxton.....	Westville.....	March 5, 1890
6	Warren L. Boarne.....	East Worcester.....	March 5, 1890
7	Frances B. Hill.....	Cooperstown.....	August 20, 1890
8	Julia C. Turner.....	Schuyler's Lake.....	August 20, 1890
9	Edith A. Lampman.....	Maryland.....	August 20, 1890
10	James A. Davidson.....	Cooperstown.....	August 20, 1890
11	M. W. Webster*.....	.....	August 20, 1890
12	Williard A. Pier.....	Fly Creek.....	August 20, 1890
13	Edward D. Snyder*.....	Pleasant Brook.....	August 20, 1890
14	Claude T. Benjamin.....	Burlington Flats.....	August 20, 1890
15	Fred V. Webster.....	Westford.....	August 20, 1890
16	Floyd S. Lowell.....	Schenevus.....	August 20, 1890
17	Laura A. Barbour.....	Utica.....	August 20, 1890
18	Anna E. Bedeau.....	Schenevus.....	August 20, 1890
OTSEGO COUNTY — SECOND DISTRICT.			
9	Cora Potter.....	Hartwick.....	October 28, 1889
10	Gertrude Rouse.....	West Oneonta.....	March 5, 1890
11	M. Ella Matteson.....	Unadilla.....	March 5, 1890
12	S. Bessie Northup.....	West Oneonta.....	March 5, 1890
13	Lottie Tobey.....	Morris.....	March 5, 1890
1	C. Belle Thorn.....	Portlandville.....	August 20, 1890
2	Mary Creedon.....	South New Berlin.....	August 20, 1890
3	Josiah M. Reury.....	Maple Valley.....	August 20, 1890
4	Millard H. Packer.....	Bayport, L. I.....	August 25, 1890
PUTNAM COUNTY.			
5	Frank A. Hopkins.....	Crafts.....	September 12, 1890
6	Louis M. Wright.....	Shenandoah.....	September 12, 1890
7	S. Emma Barker.....	Mahopac Mines.....	September 12, 1890
QUEENS COUNTY — FIRST DISTRICT.			
8	Charles E. Van Cott.....	Farmingdale.....	March 15, 1890
9	Alanson Van Cott.....	Farmingdale.....	March 15, 1890
10	Essie Elma Brush.....	Port Washington.....	March 15, 1890
11	Ella Salt.....	Old Westbury.....	March 15, 1890
12	Teresa A. Fogarty.....	Flushing.....	August 20, 1890
13	Alice B. Redwood.....	Jamaica.....	August 20, 1890
14	Clara E. Bardenheuer.....	College Point.....	August 20, 1890
QUEENS COUNTY — SECOND DISTRICT.			
8	Henry F. Albro.....	Hewletts.....	April 16, 1890
9	John H. Reed.....	Brooklyn.....	September 1, 1890
10	Charles E. Boynton.....	Freeport.....	September 1, 1890

* Numbers 11 and 13 issued irregularly; revoked October 6, 1890.

HOLDERS OF FIRST-GRADE CERTIFICATES — (Continued).

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of issue.
RENSSELAER COUNTY — FIRST DISTRICT.			
13	Lillie F. Adams	Nassau	March 5, 1890
14	Jennie G. Wyman	Schaghticoke	March 5, 1890
15	Adelbert W. Wilcox	Petersburgh	March 5, 1890
16	M. Louise Newbury	Cropseyville	March 5, 1890
17	Anna M. Agan	Johnsonville	August 20, 1890
18	Eliza J. Curry	Lansingburgh	August 20, 1880
19	Helen Davry	Lansingburgh	August 20, 1890
20	Hattie A. French	Lansingburgh	August 20, 1890
21	Ellen Hickey	Port Henry	August 20, 1890
22	Mary A. Hall	West Hoosick	August 20, 1890
23	Anna L. Marshall	Lansingburgh	August 20, 1890
24	Clara L. Richmond	Schaghticoke	August 20, 1890
25	Ella Runkle	Hoosick Falls	August 20, 1890
26	John J. Stegmayer	East Poestenkill	August 20, 1890
27	Timothy J. Sullivan	Troy	August 20, 1890
28	M. Emma Whitaker	Lansingburgh	March 5, 1890
29	James J. Earley	Minaville	August 20, 1890
RENSSELAER COUNTY — SECOND DISTRICT.			
13	Sarah A. Geer	Valatie	March 13, 1890
14	Cassie L. Ostrander	Castleton	March 19, 1890
14	Adah M. Hermance	Nassau	August 29, 1890
15	Emma Kirby	Nassau	August 29, 1890
16	Sarah E. Boyce	Nassau	August 29, 1890
17	E. S. Comstock	Schodack Depot	September 1, 1890
18	Alice M. Griggs	Alps	September 17, 1890
19	Sarah L. Boes	Sandlake	October 1, 1890
RICHMOND COUNTY.			
8	Mildred Griffith	Stapleton	August 23, 1890
9	Anna L. Christopher	Port Richmond	August 23, 1890
10	Mary A. Dobson	New Brighton	August 23, 1890
ROCKLAND COUNTY.			
23	Lizzie H. Demarest	Nyack	March 4, 1890
24	Emory Rikert	Stony Point	March 4, 1890
25	Annie E. Demarest	Nyack	August 19, 1890
26	Aaron Ryder	Mont Moor	August 19, 1890
27	Eva G. Millspaugh	Haverstraw	August 19, 1890
28	Henry G. Knapp	Thiells	August 19, 1890
29	H. H. Brown	Viola	August 19, 1890
30	Maria F. Holmes	Haverstraw	August 19, 1890
31	Ida Milburn	Haverstraw	August 19, 1890
ST. LAWRENCE COUNTY — FIRST DISTRICT.			
8	Nettie Cleveland	Macomb	January 27, 1890
9	Nina B. Pike	Gouverneur	January 27, 1890
10	Ione A. Jillson	Edenton	January 27, 1890
11	Elsie E. Evans	Hermon	January 27, 1890
12	Benjamin F. Brown	Gouverneur	August 21, 1890
13	Eliza Leary	Gouverneur	August 21, 1890
14	Charlotte E. Fell	Ogdensburg	August 21, 1890
ST. LAWRENCE COUNTY — SECOND DISTRICT.			
2	M. H. Kinsley	Massena	March 16, 1889
3	Helen Segur	Madrid Springs	August 26, 1889
4	Ineze Fairbanks	Hermon	March 5, 1890
5	James H. Martin	Waddington	August 14, 1889
6	Eliza Harper	Lisbon Center	September 26, 1890
ST. LAWRENCE COUNTY — THIRD DISTRICT.			
6	Gertrude Austin	Norwood	March 11, 1890
7	John W. Thorne	Massena	August 19, 1890
8	M. Della Kingston	Brasher Falls	August 19, 1890
9	James T. Driscoll	North Lawrence	August 19, 1890
10	Carrie A. Benham	Hopkinton	August 19, 1890
11	Adelbert A. Lavery	Lawrenceville	August 19, 1890
SARATOGA COUNTY — FIRST DISTRICT.			
25	Cora W. Burnap	Waterford	March 13, 1890
26	Lillie E. Taylor	South Ballston	March 14, 1890

HOLDERS OF FIRST-GRADE CERTIFICATES — (Continued).

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of issue.	
SARATOGA COUNTY—FIRST DIST.—(Cont'd).				
27	Ida M. Rogers.....	70 Sara. Av., Cohoes.	March	12, 1890
28	Delia Davis	Waterford	March	13, 1890
29	Mary D. Tabor.....	Stillwater	March	13, 1890
30	Mamie E. Tabor.....	Stillwater	March	13, 1890
31	Hulda A. Ogden	East Line.....	March	14, 1890
32	Sarah L. Cunningham.....	Ballston	March	14, 1890
33	Fannie A. McKenzie*.....	Clifton Park.....	March	14, 1890
33	Susie Vanderwerken.....	Waterford	August	25, 1890
34	Nellie M. Davenport.....	Stillwater	August	30, 1890
35	Lillian M. Jenkins.....	Saratoga Springs...	September	1, 1890
36	Kate A. Preston.....	Waterford	September	2, 1890
37	Sarah M. Boughton.....	Waterford	September	2, 1890
38	Anna J. Sheridan*.....	Waterford	September	2, 1890
38	Sarah E. Thurber*.....	Waterford	September	2, 1890
39	Ada A. Van Nordan.....	Waterford	September	2, 1890
40	B. Jennie Hodges.....	King's Station	September	2, 1890
41	Mary K. Seeley.....	Ballston Centre.....	September	2, 1890
SARATOGA COUNTY—SECOND DISTRICT.				
35	Nellie M. Allen.....	Saratoga Springs...	March	5, 1890
36	Delia F. Saxton.....	Saratoga Springs...	March	5, 1890
37	Nellie Fitzpatrick.....	Saratoga Springs...	March	5, 1890
38	Anna E. McNamara	Saratoga Springs...	March	5, 1890
39	Hattie E. Humphrey	Saratoga Springs...	March	5, 1890
40	Margaret L. Berrigan.....	Saratoga Springs...	March	5, 1890
41	Mary A. Cogan.....	Saratoga Springs...	March	5, 1890
42	Louise E. Bailey.....	Dean's Corners . . .	March	5, 1890
43	Rachael Davidson.....	Saratoga Springs...	March	5, 1890
44	Daisie C. Laing.....	Schuylerville.....	March	5, 1890
45	Mary A. Kelley.....	Schuylerville.....	March	5, 1890
46	John J. Dever.....	Fort Edward	August	20, 1890
47	Ella J. Booth.....	Schuylerville	August	20, 1890
48	Nina L. Chamberlain.....	Corinth	August	20, 1890
49	Alice McCloskey.....	Saratoga Springs...	August	20, 1890
50	Zilpha Calkins	Saratoga Springs...	August	20, 1890
51	Estella O. Swart	Saratoga Springs...	August	20, 1890
52	Jacob J. Hollenbeck.....	Saratoga Springs...	August	20, 1890
53	Jennie McGhan.....	So. Glens Falls.....	August	20, 1890
SCHENECTADY COUNTY.				
10	George W. Fairgrieve.....	Schenectady	August	28, 1890
11	Rose M. Hallenbeck.....	Scotia.....	August	28, 1890
SCHOHARIE COUNTY—FIRST DISTRICT.				
20	Bertha Case.....	Conesville	March	11, 1890
21	D. Kelly Frisbee	Gilboa	August	20, 1890
22	Frank Clapper	Gilboa	August	28, 1890
23	Ella Crosswell.....	Middleburgh.....	August	28, 1890
SCHOHARIE COUNTY—SECOND DISTRICT.				
7	Agnes E. Eggleston	Mineral Springs....	December	3, 1889
8	Lovera Lawyer	Mineral Springs....	December	3, 1889
9	Horatio M. Pollock	Patria	December	3, 1889
10	Rose M. Hartwell	Richmondville	December	3, 1889
11	Jerome Terpening.....	Jefferson	March	5, 1890
12	Lemuel B. Nichols.....	Jefferson	March	5, 1890
13	Elmer J. Winans	East Worcester	March	5, 1890
14	Edwin A. Loucks.....	Sharon	March	5, 1890
15	Oceana Hasledon.....	Cobleskill	March	5, 1890
16	Anna E. Hasledon.....	Cobleskill	March	5, 1890
17	Adaline Eldredge.....	Sharon Springs....	March	5, 1890
18	Wesley Couchman.....	Richmondville	March	5, 1890
19	Hiram H. Nichols.....	Jefferson	August	20, 1890
20	Ellis D. Elwood	Starkville	September	12, 1890
SCHUYLER COUNTY.				
20	Roxa M. Harrison	Wayne, Steuben Co.	March	10, 1890
21	Frank W. Miller	Beaver Dams	March	10, 1890
22	Stella Owens.....	Watkins	March	10, 1890
23	Emma Wagner.....	Altay	March	10, 1890
24	Mary E. Wixson	Reading Centre.....	March	10, 1890

* Nos. 33 and 38 were duplicated by mistake.

HOLDERS OF FIRST-GRADE CERTIFICATES — (Continued).

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of issue.	
SCHUYLER COUNTY — (Continued).				
25	Letitia Sproul.....	Altay	August	20, 1890
26	Louisa Rundle.....	Odessa	August	20, 1890
27	Charles E. Raplee.....	Townsend.....	August	20, 1890
28	Albert L. Piper.....	Townsend.....	August	20, 1890
SENECA COUNTY.				
17	Cora H. De Yoe	Waterloo	March	10, 1890
18	Mary E. T. Brower.....	Lodi	March	10, 1890
19	E. S. L. Marshall.....	Waterloo	March	10, 1890
20	Arthur C. Redner	West Fayette.....	March	10, 1890
21	Gertie M. Traphagen.....	Lodi Centre	March	10, 1890
22	Clarence M. Andrews.....	Waterloo	August	20, 1890
23	Kate C. Hiller	Waterloo	August	20, 1890
24	Ella G. Bennett	Canoga	August	20, 1890
25	Bion E. Hicks.....	Romulus	August	20, 1890
26	Philip H. Riegel.....	West Fayette.....	August	20, 1890
27	Sarah E. Bennett	Canoga	August	20, 1890
28	Anna F. Marshall.....	Waterloo	August	20, 1890
29	May B. VanDuzen	Farmer Village	August	20, 1890
STEUBEN COUNTY — FIRST DISTRICT.				
17	Minnie C. LaVelle	Hammondsport.....	March	5, 1890
18	H. Wheeler Noble.....	Cohocton	March	5, 1890
19	J. Erwin Wilson	Dundee	March	5, 1890
20	Fenton H. Dimmick.....	Savona	March	5, 1890
21	Mary Hickey	Prattsburgh	March	5, 1890
22	Mary K. Bryan.....	Savona	August	20, 1890
STEUBEN COUNTY — SECOND DISTRICT.				
27	Jennie M. Hubbs	Corning	April	1, 1890
28	Della Hubbs	Corning	April	1, 1890
29	George Holmes.....	Woodhull.....	April	1, 1890
30	Jacob W. Walrath	Hedgesville	April	1, 1890
31	William W. Higgins.....	Lindley.....	April	1, 1890
32	James B. Hargrave	Canisteo.....	August	20, 1890
33	Charles Marlatt	Troupsburg.....	August	20, 1890
34	Frank Reynolds	East Troupsburg...	August	20, 1890
SUFFOLK COUNTY — FIRST DISTRICT. None issued.				
SUFFOLK COUNTY — SECOND DISTRICT.				
23	Mamie E. Volk.....	Jersey City, N. J.	March	5, 1890
24	Riley P. Howell	East Moriches	August	20, 1890
25	Sadie R. Terry	Port Jefferson	August	20, 1890
SULLIVAN COUNTY — FIRST DISTRICT.				
1	William K. Lain	Monticello.....	March	28, 1890
2	Drucella M. Brice	Monticello.....	March	28, 1890
3	Franklin Kinne.....	Maplewood.....	August	20, 1890
SULLIVAN COUNTY — SECOND DISTRICT.				
12	Alice Terboss.....	Stevensville	April	1, 1890
13	Charles Tyler	Hurleyville.....	April	1, 1890
14	Frank Crispell	Roscoe.....	September	1, 1890
15	Etta Sheeley	Rockland	September	1, 1890
TIOGA COUNTY.				
19	Kate Benham.....	Newark Valley.....	April	2, 1890
20	Edna B. Hedges	Waverly	April	2, 1890
21	Cora B. Storm	Owego	April	2, 1890
22	Hattie L. Sabin	Spencer	April	2, 1890
23	Ella M. Brown	Waverly	August	20, 1890
24	Margaret J. Carroll	Waverly	August	20, 1890
25	Sue L. LaMonte	Owego	August	20, 1890
26	Hanna S. Lewis	Owego	August	20, 1890
27	Eugene F. McKinley	Brewerton.....	August	20, 1890
28	Eva M. Zimmer	Newark Valley.....	August	20, 1890

HOLDERS OF FIRST-GRADE CERTIFICATES — (Continued).

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of issue.
TOMPKINS COUNTY — FIRST DISTRICT.			
10	St. Louese Banfield.....	Danby	March 8, 1890
11	Ora B. Sebring.....	Newfield.....	March 8, 1890
12	W. Edward Hine.....	Newfield.....	September 1, 1890
13	M. Lennette Titus.....	North Spencer.....	September 1, 1890
14	A. Estella Pease	Trumansburg	September 8, 1890
TOMPKINS COUNTY — SECOND DISTRICT.			
10	Jean I. Weeks	McLean	January 2, 1890
11	La Vergne Stanton.....	Etna	March 10, 1890
12	Jessie K. Baldwin.....	Ithaca	March 10, 1890
13	George B. Sickmon.....	McLean	August 20, 1890
ULSTER COUNTY — FIRST DISTRICT.			
16	Oscar Bellows	Kingston	March 14, 1890
17	Patrick H. Cullen.....	Wilbur	March 14, 1890
18	Etta B. O'Brien.....	Clark's Factory.....	March 14, 1890
19	Ophelia Riseley.....	Woodstock	March 14, 1890
20	Charles W. Townsend.....	Glasco.....	March 14, 1890
21	Laura C. Van Keuren.....	Kingston	March 14, 1890
22	Jennie A. Disbrow.....	Kingston	August 27, 1890
23	Bessie Vredenburg	Kingston	August 27, 1890
24	Justus I. Wakelee.....	Kingston	August 27, 1890
25	Edmund W. Wakelee.....	Kingston	August 27, 1890
ULSTER COUNTY — SECOND DISTRICT.			
2	Cornelia F. Purdy	Marlborough	March 12, 1890
3	Louise Jackson.....	Marlborough	March 12, 1890
4	James W. Feeter.....	Highland.....	August 25, 1890
ULSTER COUNTY — THIRD DISTRICT.			
135	Mead Davis	Accord.....	March 5, 1890
151	Lina Cudney.....	Ellenville.....	August 20, 1890
152	Elsie J. Roat	Ellenville.....	August 20, 1890
153	Lincoln B. Haskin.....	Accord.....	August 20, 1890
WARREN COUNTY — FIRST DISTRICT.			
380	Cora L. Wilkie.....	Glens Falls.....	March 5, 1890
381	Estella Cronin	Glens Falls.....	March 5, 1890
382	Lillian Pepper	Glens Falls.....	March 5, 1890
383	George D. Smith.....	Chestertown	March 5, 1890
444	Blanch Griffin	Glens Falls.....	August 20, 1890
445	Phebe Mills	Glens Falls.....	August 20, 1890
446	Nellie A. Bowen	Athol	August 20, 1890
WASHINGTON COUNTY — FIRST DISTRICT.			
1	Anna Fitzgerald.....	Fort Edward.....	March 10, 1890
2	C. Estelle Irving.....	Fort Edward.....	March 10, 1890
3	Mary E. Safford.....	North Argyle.....	March 10, 1890
4	Warren J. Spicer	Fort Edward.....	March 10, 1890
5	Margaret A. Mahaffy.....	Salem.....	March 10, 1890
6	Sarah L. Harris.....	Fort Edward.....	March 10, 1890
7	Caroline A. Hill.....	Coila	August 27, 1890
8	Mary E. Loughlin	Fort Edward.....	August 27, 1890
9	Henry A. Marshall.....	Greenwich	August 27, 1890
10	Dora Patten.....	Fort Edward.....	August 27, 1890
WASHINGTON COUNTY — SECOND DISTRICT.			
16	Fanny J. Baker.....	Middle Granville ...	March 10, 1890
17	Rilla H. Barker.....	South Hartford	March 10, 1890
18	Frances A. Tefft.....	Sandy Hill.....	March 10, 1890
19	Lilly J. Hall.....	Hartford	August 23, 1890
20	Harry T. Waller	Hartford	August 23, 1890
21	Rose E. Brown.....	Whitehall	September 1, 1890
22	Jennie Allen	Whitehall	September 9, 1890
WAYNE COUNTY — FIRST DISTRICT.			
10	Clive D. Seager	Sodus.....	August 20, 1890
11	Fred. L. Fox.....	Sodus.....	August 20, 1890
12	Rose G. Brundage	Sodus.....	August 20, 1890
13	Chas. G. Plumb	Savannah	August 20, 1890
14	Charles Odell	Lock Berlin	August 20, 1890

HOLDERS OF FIRST-GRADE CERTIFICATES — (Continued).

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of issue.
WAYNE COUNTY — SECOND DISTRICT.			
7	Margaruite M. Connor	Newark	March 29, 1890
8	Lillias E. Sanford	Marion	March 29, 1890
9	Leroy S. Greenwood	Marion	September 2, 1890
10	Archer T. Shipley	Pultneyville	September 2, 1890
WESTCHESTER COUNTY — FIRST DISTRICT.			
11	Grace Thwing	Port Chester	March 8, 1890
12	Charles E. Nichols	Mount Vernon	March 8, 1890
13	Emma Kittie Newcomb	Mamaroneck	August 21, 1890
14	Sibyl M. Sickels	Westchester	August 25, 1890
15	Emeline A. Waters	Westchester	August 25, 1890
16	Eva D. Louis	Southport, Ct.	August 25, 1890
17	Mamie Carpenter	Mamaroneck	August 25, 1890
18	Owen F. Dolen	Westchester	August 25, 1890
WESTCHESTER COUNTY — SECOND DISTRICT.			
139	Frances A. Collins	Sing Sing	August 20, 1890
140	Eliza Kratz	North Tarrytown ..	August 20, 1890
141	Carrie R. Pierson	North Tarrytown ..	August 20, 1890
142	Laura G. Jones	North Tarrytown ..	August 20, 1890
143	Ella Lowe	North Tarrytown ..	August 20, 1890
144	Kate L. Hyland	Sing Sing	August 20, 1890
150	Hannah E. Embree	Tarrytown	August 20, 1890
WESTCHESTER COUNTY — THIRD DISTRICT.			
16	George O. Tappen	Montrose	March 4, 1890
17	Julia B. Andrews	Crugers	March 4, 1890
18	J. Annie Dewell	Peekskill	March 4, 1890
19	Nettie J. Whitlock	Amawalk	August 28, 1890
20	Ida Spock	Peekskill	August 28, 1890
WYOMING COUNTY — FIRST DISTRICT.			
15	Edith R. Morley	Rock Glen	November 29, 1889
16	Cora A. Hawley	Warsaw	March 12, 1890
17	Edith Lewis	Johnsonsburg	March 12, 1890
WYOMING COUNTY — SECOND DISTRICT.			
12	James C. Evans	Hermitage	March 14, 1890
13	Helen L. Smith	Castile	March 14, 1890
14	Silas L. Strivings	Gainsville	March 14, 1890
15	Minnie E. Lucas	Castile	March 14, 1890
16	Newbern H. Lewis	Pike	March 14, 1890
17	Minnie E. Hoagland	Castile	March 14, 1890
18	Cora B. Middleton	Livonia Station	March 14, 1890
19	William M. McKerrow	Arcade	March 17, 1890
YATES COUNTY.			
12	John C. Benedict	Potter	March 17, 1890
13	Effie M. Fox*	Italy	March 17, 1890
14	Ada Fish*	Dundee	March 17, 1890
15	Stella E. Lane*	Potter	March 17, 1890
16	Mrs. C. W. Miller	Penn Yan	March 17, 1890
17	H. E. Matthews	Second Milo	March 17, 1890
18	E. S. Parsons	Penn Yan	March 17, 1890
19	Mrs. Kate M. Russell*	Penn Yan	March 17, 1890
20	Miss Lizzie E. Smith*	Rushville	March 17, 1890
21	E. W. Stevens	Bellona	March 17, 1890
22	Mrs. Ella R. Walters*	Penn Yan	March 17, 1890
23	Carrie J. Warfield*	Penn Yan	March 17, 1890
24	James M. Wells	Potter	August 19, 1890
25	James G. Alexander*	Branchport	August 30, 1890
26	Mrs. Helen G. Allard	Penn Yan	August 30, 1890
27	Sarah M. Coryell*	Branchport	August 30, 1890
28	Rosalie M. Fox*	Italy	August 30, 1890
29	Kate M. Flaherty	Prattsburg	August 30, 1890
30	John J. Gardner*	Second Milo	August 30, 1890
31	Maria B. Hammond*	Penn Yan	August 30, 1890
32	Jennie Husen*	Penn Yan	August 30, 1890
33	Euphemia Hunter	Penn Yan	August 30, 1890
34	Mrs. Franc M. Harple*	Italy	August 30, 1890

* Issued irregularly and revoked November 29, 1890.

HOLDERS OF FIRST-GRADE CERTIFICATES — (*Concluded*).

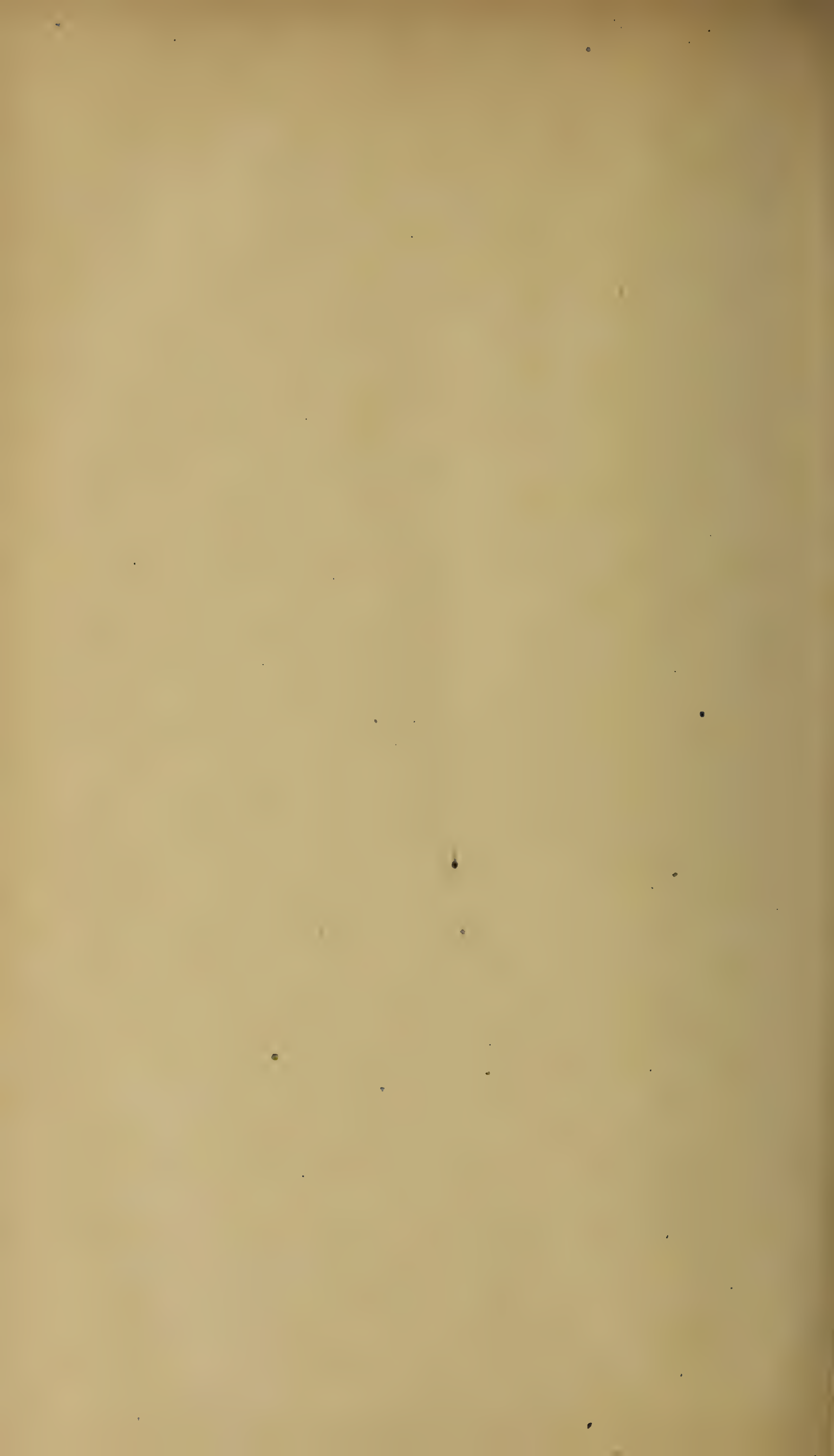
Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of issue.
	YATES COUNTY — (<i>Continued</i>).		
35	Martha Jackson *	Rushville	August 30, 1890
36	Alden J. Merrill	Middlesex	August 30, 1890
37	Charles H. Newcomb *	Rock Stream	August 30, 1890
38	Jennie I. Nevyus *	Pulteney	August 30, 1890
39	Agnes Swinny *	Italy Hill	March 30, 1890
40	Henry C. Underwood *	Middlesex	March 30, 1890
41	Alice B. Wixom *	Penn Yan	March 30, 1890
42	James M. Wells, duplicate .....	.....	.....
43	Edith Longcor *	Dundee	March 30, 1890
44	Evalina Guile *	Penn Yan	March 30, 1890

* Issued irregularly and revoked November 29, 1890.

EXHIBIT No. 13.

STATE CERTIFICATES.

1. QUESTIONS SUBMITTED AT EXAMINATIONS, 1890.
 2. TABULATED STATEMENT OF EXAMINATIONS, 1890.
 3. LIST OF SUCCESSFUL CANDIDATES, 1890.
 4. STATISTICAL TABLE, 1875 TO 1890.
 5. CIRCULAR, REGULATIONS AND PROGRAM FOR 1891.
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STATE CERTIFICATES.

I. QUESTIONS SUBMITTED AT THE EXAMINATION FOR STATE CERTIFICATES.

August 25-29, 1890.

NOTES.— Every correct answer will receive ten credits, and a proportionate number as the answer approximates correctness.

Algebra.

1. Define (a) root; (b) proportion; (c) geometrical progression; (d) simultaneous equation; (e) evolution.
2. What are the prime factors of $ax^6 - a$?
3. Extract the cube root of $6a^2 - 8 + 3a^5 - 3a^4 + 12a - 11a^3 + a^6$.
4. Develop the formula for obtaining the sum of a series when the first term, the number of terms, and the common difference, are given.
5. Prove that, if four quantities are in proportion, they are also in proportion (a) by inversion; (b) by composition.
6. Upon what axiom is based the rule (a) for clearing an equation of fractions; (b) for the change of the sign of a quantity transposed from one member of an equation to the other?
7. Expand $(\frac{1}{2}x^2 + 2x^{\frac{1}{2}})^4$ by the binomial theorem.
8. Solve $\frac{\sqrt{4x+1} + 2\sqrt{x}}{\sqrt{4x+1} - 2\sqrt{x}} = 9$.
9. Find the value of x in the equation $ax^2 + bx + c = 0$.
10. What are the steps necessary to prove that the product of the means is equal to the product of the extremes, in the proportion $a:b::c:d$?

American History.

1. Mention two Englishmen, two Frenchmen, and two Spaniards who were prominent in the settlement of America.
2. State, when, why and how negro slavery was introduced into the American Colonies, and state when and how it was abolished.
3. Show how New York came to be first under Dutch rule, and afterwards under English rule.
4. Mention one intercolonial war, and give the remote and immediate causes of such war.
5. Give a brief account of the battle between the Bon Homme Richard and the Serapis.
6. State the main cause, two of the most prominent incidents, and the most important result of the war of 1812.
7. What causes led to the secession of the Southern States?
8. Name and locate a battle of the civil war in which each of the following generals respectively commanded the Union forces: McClellan; Sherman; Meade; Hooker; Grant.
9. Name, in order, the Presidents of the United States, inaugurated since 1852, giving the term of office of each.
10. State facts about each of the following; Charles Sumner; Stephen A. Douglas; Wendell Phillips; Rufus Choate; Henry Ward Beecher.

Arithmetic.

1. Reduce (a) 28 bu. 3 pk. 5 qt. to bushels; (b) $\frac{2}{7}$ mi. to rods, yards, feet and inches.
2. Find the least common multiple of 63; 35.28 and $191\frac{1}{2}\frac{3}{5}$.
3. A factory valued at \$22,500 is insured in three companies for \$4,500, \$4,000 and \$3,500, respectively. If 35 per cent of the property be destroyed by fire, what will be the loss of each of the three companies?
4. A piece of land 26 ch. 40 l. by 18 ch. 9 l. was purchased for \$2,300, and was sold for \$47.50 per acre. Required, the gain or loss by the transaction.
5. Make and solve a problem illustrating the use of bank discount.
6. A gold watch case 14 carats fine, weighing 36 pennyweights, is alloyed with silver and copper in the proportion of two parts of silver to one of copper. Find the weight of each kind of metal in the case.
7. The interest is equal to $8\frac{9}{80}$ per cent of the principal, and the time is 1 yr. 5 mo. 21 da. Find the rate per annum.
8. The list price of a certain piano is \$1,200, and commercial or trade discount of 50 per cent, $33\frac{1}{2}$ per cent and 25 per cent are allowed to dealers. If a dealer sell one of these pianos for \$500, what is his profit?
9. The diagonal of the floor of a square room is 22 ft. 7.53 in. Find the length of one side of the room.
10. The net proceeds of a sale of 116 shares of railroad stock, brokerage $\frac{1}{4}$ per cent, were \$8,482.50. Required, the rate at which the stock was sold.

Astronomy.

1. What mathematical figure do the planets describe in going around the sun? At what point in that figure is the sun located?
2. Describe the milky way, (a) as it appears to the unaided eye; (b) as it appears with the telescope.
3. What is the plane of the ecliptic?
4. Make a diagram showing the relative positions of the earth's axis, the tropics and the sun, at the time of the summer solstice.
5. In how many days (omit fractions) does the moon move around the earth?
6. Name two planets whose orbits are smaller than that of the earth, and two whose orbits are larger than the earth's.
7. What is the altitude of the pole star, as viewed from the Arctic circle?
8. Explain why we have transits of Venus and not of Mars.
9. Why, according to our calendar, is the year 1900 not to be a leap year?
10. Mention some fact made known to us by the spectroscope and in no other way.

Book-keeping.

- 1-2. Distinguish between real and personal accounts, and give an example of each. State some transaction in which both are involved.
3. What is the distinguishing feature in form between a negotiable and a non-negotiable note?
- 4-5. Explain the method of closing the following accounts:
 - (a) Merchandise (with stock on hand).
 - (b) Expense. (c) Bills payable.

Memoranda.—Henry Cole and Newton Wilson enter into a co-partnership on the first day of July, 1890, under the firm name of Cole & Wilson. Mr. Cole transferred to the firm the assets and liabilities of an established business, as follows:

Assets — Mdse., per inventory.....	\$13,806 75
Note against Geo. Peabody	163 16
Account against Willis Sayre.....	81 40
Note against Richard Ellis.....	207 35
Account against Emmet Jones	273 18
Account against Philip Best.....	106 19
Furniture and fixtures, per inventory	311 50

Liabilities — assumed by firm.—

Note, favor of Alexander Hope	\$500 00
Account, favor of Elbert, Crane & Co.....	913 80
Account, favor of Barrett Brothers.....	436 90

Mr. Wilson put into the business:

(a) Note against Howard Spencer.....	\$1,500 00
(b) Cash	4,800 00
(c) Real estate, per inventory	6,800 00

6-7. Open a day book for the firm setting forth the foregoing memoranda in day book form.

8-9. Journalize the several day book entries.

10. Post the several accounts.

Botany.

1. Of the name, *Trifolium Repens*, which word is the name of the genus, and which the name of the species? Define the terms species and genus as used in botany.
2. What is an axillary bud? What does it become when developed?
3. Designate the period of life, as annual, biennial or perennial, of the following plants: hop, bean, corn, beet, potato.
4. What is the calyx of a flower? What are its parts called?
5. Explain these terms: A monœcious plant; a staminate flower; a sterile flower.
6. Explain the utility (to the plant) of the following parts: The fleshy part of the turnip; the pappus of the dandelion; the starch of the kernel of corn; the scales on the outside of buds.
7. If you watch the germination of a seed, what part of the embryo plant will you see developed first? What part second? What part last?
8. What is a tap-root? Give examples of a fusiform and of a napiform tap-root.
9. Name two important offices of leaves.
10. What are cells in plant structure? How do the cells of wood fiber differ from those of *liber* or inner bark?

Chemistry.

1. What is the chemical name of (a) iron pyrites; (b) galena; (c) cinnabar; (d) gypsum; (e) marble.
2. Describe a simple method of preparing oxygen.
3. Which elements constitute the chlorine group? State two prominent characteristics of the group.
4. What do you understand by a chemical reaction? (Answer by a description or an illustration.)
5. What two chemical changes take place when apple juice is exposed to the air, for several weeks, in a warm place?
6. Of what two essential elements is illuminating gas composed? How can their presence be shown?
7. Give an illustration of (a) spontaneous combustion; (b) combustion without oxygen.
8. Name three elements which may exist in allotropic states.
9. Briefly describe the elements composing common salt.
10. Give the meaning of the terminations (a) *ic*; (b) *ous*; (c) *ide*; (d) *ite*; (e) *ate*, as used in chemical nomenclature.

Civil Government and School Law.

1. What is the basis of representation in a Board of Supervisors?
2. What is meant by the enacting clause in a bill before our State Legislature?
3. Mention two respects in which the government of the United States and that of Great Britain agree.
4. The Constitution forbids the passage of any "bill of attainder" or "ex post facto" law. Explain the above terms, and state why they are prohibited.
5. In what respects did the election of Thomas Jefferson and John Quincy Adams differ from the election of the other Presidents? Why?
6. Name the qualifications required for voting at school meetings.
7. Upon what general principle is a supervisor ineligible to the office of school trustee?
8. Mention five different powers of an annual school meeting.
9. Mention three causes for which a trustee may legally discharge a teacher.
10. Name five powers of a School Commissioner.

Composition and Rhetoric.

1. Roll on, thou deep and dark blue Ocean — roll!
2. Ten thousand fleets sweep over thee in vain;
3. Man marks the earth with ruin,— his control
4. Stops with the shore: upon the watery plain
5. The wrecks are all thy deed, nor doth remain
6. A shadow of man's ravage, save his own,
7. When for a moment, like a drop of rain,
8. He sinks into thy depths with bubbling groan,
9. Without a grave, unknelled, uncoffined, and unknown.

—Byron.

NOTE.— The first eight questions refer to the above selection.

1. Scan by marking off the feet, and state what kind of verse.
2. Select the rhetorical figures, and name each.
3. Justify the use of the comma (a) after *on* in the first line; (b) after *uncoffined* in the ninth line.
4. Justify the use of the capital letter in the word *ocean*, first line.
5. What is the predominant quality of style? Give reasons for your answer.
- 6-8. Rewrite the selection in prose, expressing substantially the same thought. Adapt both arrangement and diction to prose composition.
9. Paraphrase the proverb, "One swallow does not make a summer."
10. Recast the following sentences, and state what rule of rhetoric is violated in each:
 - (a) They are brittle wits, the edge whereof is soon turned.
 - (b) To weep for grief is human; to weep for anger is womanish; to weep for compassion is divine; to weep for fear is childish.
 - (c) Avarice is a crime which wise men are often guilty of.

Drawing.

1. From what three sources is material for standard decorative design mainly obtained?
2. How many axes of symmetry has a circle? An oval? An ellipse? Illustrate the last two.
3. Represent a cube, 2 inches edge, above the eye, with two upright faces equally in view, *i. e.*, the cube is placed at an angle of 45°.
4. Draw top and front views, showing facts of form and position of the same cube, at the same angle.
5. Represent corresponding upper and lower corners of this room joined by a vertical edge. Use at least five lines to show the necessary principles in perspective.
6. Represent the following group in front and below the eye: a square plinth 1 inch high, and base 3 inches edge, with front and top face visible. In the center of the top face stands a cylinder 4 inches high and 2 inches base.
7. Draw any natural leaf. Conventionalize it, and use the conventionalized form as a unit in an original design for a border. (Two repetitions will be accepted).
8. Develop the surface, or draw the pattern of the surface, of an equilateral triangular prism 2 inches high and base 1 inch edge.
9. Define the terms (a) center of vision; (b) bi-symmetrical. Illustrate the last with a drawing.
10. A pitcher and a glass will be placed upon the table in front of the class. Each candidate will then make a sketch of the pitcher and glass as they appear to him, stating their relative position to himself.

French.

Translate:

LE MARÉCHAL DE SAXE.

- 1-2. Le maréchal de Saxe, voulant un jour donner à quelques amis une leçon de sa force, entra chez un forgeron sous prétexte de faire ferrer son cheval. On lui présenta un fer qu'il rompit aussitôt entre ses mains. Après avoir répété cette manoeuvre cinq ou six fois, il feignit de trouver enfin un bon fer qui fut mis au pied du cheval. L'opération faite, il jeta un écu sur l'enclume. "Pardon, monsieur," lui dit le forgeron, "de bon fer mérite de bon argent. J'espère, qu'avant de partir, vous me donnerez une meilleure pièce que celle-ci." En

prononçant ces mots, il cassa l'écu en deux. Il en fit autant de quatre ou cinq autres qu'on lui donna. Le prince l'observait en silence. "Parbleu," dit-il enfin en riant, "je vois que je n'ai que de mauvais écus. Mais voici un louis qui, je l'espère, sera bon."—Le maréchal, en se retirant, dut convenir qu'il avait trouvé son maître.—*Revacher.*

Translate:

LOI

RELATIVE A L'OBLIGATION DE L'ENSEIGNEMENT PRIMAIRE.

3-4. L'instruction primaire est obligatoire pour les enfants des deux sexes âgés de six ans révolus, à treize ans révolus; elle peut être donnée soit dans les établissements d'instruction primaire ou secondaire, soit dans les écoles publiques ou libres, soit dans les familles, par le père de famille lui-même ou par toute personne qu'il aura choisies. Un règlement déterminera les moyens d'assurer l'instruction primaire aux enfants, sourds-muets et aux aveugles. *Nouveau Code de l'Instruction Primaire—Pichard.*

Translate:

LE RETOUR DANS LA PATRIE.

5-6. Qu'il va lentement le navire,
A qui j'ai confié mon sort!
Au rivage où mon cœur aspire,
Qu'il est lent à trouver un port!
France adorée!
Douce contrée!
Mes yeux cent fois ont cru te découvrir,
Qu'un vent rapide
Soudain nous guide
Aux bords sacrés où je reviens mourir,
Mais enfin le matelot crie;
Terre, terre, là-bas, voyez!
Ah! tous mes maux sont oubliés.
Salut à ma patrie!

— *Béranger.*

7. Explain use of *qui* in the second line of the last extract. What would be the proper form?
8. Give the rules for the past participles of verbs conjugated with *être* and *avoir*.
9. Conjugate the present tense of the indicative mode of *vouloir*; the future tense of *faire*; the present subjunctive of *feindre*.
10. Translate into French:
 - (a) Do you know how much your son earns a day?
 - (b) How do you like that book?
 - (c) Have the goodness to sit down.
 - (d) It is my sister's turn to read this morning.
 - (e) The clock has struck two.

General History.

1. Give a brief account of the Roman conquest of Jerusalem.
2. What was the Augustan Age? What characterized it?
3. State facts as to Charlemagne and the Franks.
4. Name five great battles which may be called *decisive* battles in the world's history.
5. Name a great historical work by each of the following: Gibbon, D'Aubigne, Hume, Macaulay, Grote.

THE FRENCH REVOLUTION.

6. Name the king and queen of France at this time. State facts as to the personal characteristics of each.
7. Mention three things which are generally considered causes of this revolution.
8. Give an account of the assassination of Marat.
9. Who were the Girondists? The Jacobins? Name two prominent leaders of the latter party.
10. What was the general effect upon the history of the world, brought about by this revolution?

General Literature.

I. THE LADY OF THE LAKE.

—Scott.

1. Where is the scene of this poem laid? What is its subject?
2. Mention five characters named in the poem, with some peculiarity of each.
3. Give a brief account of the speeding of the fiery cross, as told in the third canto.
4. Upon what three characteristics of this poem does the interest depend?
5. Mention three of Scott's personal characteristics.

II. LIFE AND VOYAGES OF COLUMBUS.

—Irving.

6. Give some of the incidents of the first voyage of Columbus as related here.
7. Give a brief account of his reception by the Spanish Sovereigns on his return from this first voyage.
8. Mention some traits of his personal character, and illustrate by incidents connected with these voyages.
9. How had Irving specially prepared himself for writing this work?
10. Mention three characteristics of Irving's style as shown in this work.

Geology.

1. What is conglomerate? Grit? Shale?
2. What relation does the deposit of sediment bear to stratification?
3. Mention two varieties of rock of which the chief constituents are remains of former animal life. One, of former vegetable life.
4. What was the original position of stratified rocks? Mention three geological forces that have been instrumental in changing this position.
5. What are geysers? Give some generally accepted theory to account for their action.
6. Account for the different kinds of natural markings on rocks.
7. What effect has the rotation of the earth on river erosion?
8. The outcrop of a stratum is conglomerate, but upon uncovering the stratum, it is found to graduate to coarse sandstone and then to a fine sandstone. Give reason for this change of structure.
9. Give the common name for quartz (a) in the form of violet crystals; (b) translucent, with bands or clouds; (c) of a dark, dull color, edges translucent; (d) in loose grains.
10. What will be the resulting color from burning rock that is black because of the presence of (a) carbonaceous substances? (b) an oxide of iron? (c) an oxide of manganese?

Geography.

1. Name and locate seven inland lakes of New York.
2. State how the water of each reaches the ocean.
3. Name and locate five capes of North America.
4. Name three great rivers of the United States, west of a meridian passing through the center of the Mississippi Valley. Into what does each flow?
5. Name a State of the Union in which each of the following is found in large quantities: lead, copper, marble, gold, silver.
6. Bound Ecuador, and give its capital.
7. Where are the lakes of Killarney? The Shetland Islands? The Cheviot Hills?
8. Locate each of the following, and state for what it is famous: Naples, Florence, Genoa, Malaga, Palos.
9. Name and locate the largest city of China, of Japan, of Hindostan.
10. The latitude of France corresponds nearly to that of Michigan. Account for the great difference in the climate of the two sections.

Geometry.

- 1-2. Define and illustrate by figure or figures, (a) secant; (b) exterior angle; (c) alternate angles; (d) sector; (e) similar polygons.
3. Prove that the sum of the angles of any triangle equals two right angles.
4. Through a given point construct a line parallel to a given straight line.
5. Prove that if from any point within a parallelogram straight lines be drawn to the extremities of each of two opposite sides, the sum of the two opposite triangles thus formed is equivalent to one-half the parallelogram.
6. Construct a square equivalent to the difference of two given squares.

7. Prove that lines bisecting the angles at the base of an equilateral triangle meet in a point (1) in a line drawn from the vertex, perpendicular to the base, and (2) one-third of the distance from the base to the vertex.
8. The three sides of a triangle are respectively two inches, three inches, and four inches. Construct a similar triangle whose area shall be two and one-fourth times that of the given triangle.
9. Prove that if two chords intersect each other in a circle, their segments are reciprocally proportional.
10. Find the diameter of a circle the side of whose inscribed square is 4 feet.

German.

NOTE.—Do not use German script.

Translate:

Friedrich der Große und sein Edelknabe.

- 1-2. Als eini Friedrich der Große am Fenster seines Studierzimmers stand, bemerkte er, daß ein Edelknabe hinter seinem Rücken mehrere Male aus einer Tabatsdoie schnupfte, die auf dem Schreibtische stand. Der König that, als lähe er es nicht und ließ seinen Diener ruhig gewähren. Nachdem er sich aber vom Fenster zurückgezogen hatte, fragte er den Edelknaben: „Kindeit du die Doie nach deinem Geschmace?“ Der junge Mann, der sein kleines Vergehen entdeckt sah, erröthete und wagte nicht zu antworten. Der König wiederholte seine Frage und der Edelknabe gestand endlich, daß er die Doie sehr schön fände. „Nun, so nimm sie,“ sagte Friedrich, „sie ist zu klein für uns beide.“

— Nach Krauß.

Translate:

Geschichte des Dreißigjährigen Kriegs.

- 3-4. Erfochten war der Sieg, aber nur eine weise Benutzung konnte ihn entscheidend machen. Die kaiserliche Armee war aufgerieben, Sachsen sah keinen Feind mehr, und der flüchtige Tilly hatte sich nach Braunschweig gezogen. Ihn bis dahin zu verfolgen, hätte den Krieg in Niederösterreich erneuert, welches von den Drangsalen des vorhergehenden Kriegs kaum erstanden war. Es wurde also beschlossen, den Krieg in die feindlichen Lande zu wälzen, welche, unverteidigt und offen bis nach Wien, den Sieger einluden. — Schiller.

Translate:

Geistes Gruß.

- 5-6. Hoch auf dem alten Turme steht
Des Helden edler Geist,
Der, wie das Schiff vorübergeht,
Es wohl zu fahren heist.

„Sieh, diese Sehne war so stark,
Dies Herz so fest und wild,
Die Knochen voll von Rittersmark,
Der Becher angefüllt;

Mein halbes Leben stürmt ich fort,
Verdehnt, die Hälfte, in Ruh,
Und du, du Menschen-Schifflein dort,
Fahr immer, immer zu!“

— Goethe.

7. Add the proper terminations to the unfinished words in the following exercise:

Ein Gespräch.

Gestern war ich bei d—Herr—N. zu Tisch eingeladen. Außer sein—Familie und mi—waren nur Herr und Frau B. nebst ihr—Töchter—anwesend. Bei Tische saß ich ih—gegenüber. Sie sprachen mir viel von ihr—Nesse—, um d—sie sehr besorgt waren. Er war nach d—Vereinig—Staat—gegangen und seit sechs Monat—hatten sie keine Nachricht mehr von ih—erhalten.

8. Give the principal parts of the following verbs:
gefallen, finden, fechten, schließen, füllen!
9. Explain the use of mode and tense in fände at the close of the first extract.
10. Translate into German:
 - (a) What day of the month is it?
 - (b) My knife is broken; will you kindly lend me yours?
 - (c) One can find nothing finer than this steel.
 - (d) To whom do these paintings belong?
 - (e) Why do you go out without your hat?

Grammar.

1. Fate summoned, in gray-bearded age, to act
2. A history stranger than his written fact,
3. Him who portrayed the splendor and the gloom
4. Of that great hour when throne and altar fell. . .
5. Paralyzed of will.
6. Above his bier the hearts of men stood still,
7. Then, as if set to his dead lips, the horn
8. Of Roland wound once more to rouse and warn.
9. The old voice filled the air! His last brave word
10. Not vainly France to all her boundaries stirred.
11. Strong as in life, he still for Freedom wrought,
12. As the dead Cid at red Toloso fought.

— Thiers.

The first seven questions refer to the above selection.

NOTES.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase or clause.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized — the articles *the* and *a* forming a subdivision of adjectives and participles being one of the forms of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz, transitive and intransitive; transitive verbs may be used in the active or the passive voice.

13. In parsing a verb, observe the following order: principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Name and classify five subordinate clauses, supplying ellipses when necessary. (See notes 2 and 3.)
2. Select ten phrases, classifying them as adjective or adverbial. (See notes 4 and 5.)
3. Select five words (giving line in which each is found) which connect clauses expressed or implied, and state to what part of speech each belongs. Which of them always perform the office of a connective between a subordinate clause and some part of a principal clause?
4. State the grammatical construction of *paralyzed* (line 5); *to rouse* (line 8); *warn* (line 8).
5. Give the syntax of (a) *history* (line 2); (b) *his* (line 2); (c) *fact* (line 2); (d) *him* (line 3); (e) *France* (line 10).
6. Write a sentence containing the word *as* so used that it may be considered a pronoun.
7. Conjugate some verb in the common form, passive voice, indicative mode, future tense, in two ways so as to show the proper uses of *shall* and *will*.
- 8-9. By sentences illustrate the use of a clause in each of the following constructions: (a) subject of a finite verb; (b) object of a transitive verb; (c) object of a preposition; (d) appositive, *i. e.*, like a noun in apposition; (e) attribute, *i. e.*, like a predicate noun.
10. Illustrate by sentences the use of a verb taking two objects, (a) each denoting the same person or thing*; (b) each denoting a different person or thing.

Latin.

SELECTIONS FROM CÆSAR'S COMMENTARIES.

- 1 Ubi se diutius duci intellexit et diem instare, quo die frumentum militibus metiri
- 2 oporteret, convocatis eorum principibus, quorum magnam copiam in castris habebat,
- 3 in his Divitiaco et Lisco, qui summo magistratui praeerat, * * * graviter eos
- 4 accusat. * * *
- 5 Ob eam rem se ex civitate profugisse et Romam ad senatum venisse auxilium
- 6 postulatum, quod solus neque jurejurando neque obsidibus teneretur. * * *

* Many supply an infinitive between the two objects, thus giving a different construction.

7 Adjuvabat etiam eorum consilium qui rem deferebant, quod Nervii antiquitus,
 8 quum equitatu nihil possent, * * * quo facilius finitimorum equitatum, si præ-
 9 dandi causa ad eos venisset, impedirent, teneris arboribus incisis atque inflexis
 10 crebris in latitudinem ramis enatis et rubis sentibusque interjectis effecerant, ut
 11 instar muri hæ sepes munimentum præberent * * * His rebus quum iter agminis
 12 nostri impediretur, non omittendum sibi consilium Nervii existimaverunt. * * *
 12 Qui ubi pro perfuga ad eos venit, timorem Romanorum proponit, quibus augustiis
 13 ipse Caesar a Venetis prematur, docet, neque longius abesse, quin proxima nocte
 14 Sabinus clam ex castris exercitum educat et ad Caesarem auxilii ferendi causa pro-
 15 ficiscatur.

1-3. Translate the above selections.

4. Briefly relate the story of Caesar's campaign against the Helvetii, locating their territory on a modern map.

5. Locate in the conjugation of the verb, and state the special use of (a) postulatum (line 6); (b) prædandi (lines 8 and 9); (c) inflexis (line 9); (d) omittendum (line 12); (e) ferendi (line 14).

6. Give syntax of (a) principibus (line 2); (b) instar (line 11); (c) sibi (line 12); (d) consilium (line 12); (e) auxilii (line 14).

7. Give the principal parts of (a) redempta; (b) audeat; (c) destitictis; (d) confisae; (e) proficiscatur.

8. Name the prepositions which compounded with verbs take the dative.

9. Write in Latin: "The war of the Helvetians being finished, ambassadors of almost all Gaul came to Caesar, to congratulate him."

10. Write in Latin: "There was a large plain, and in it a mound of earth sufficiently high."

Methods and School Economy.

1. In primary classes which is the more important to learn, the science or the art of arithmetic? Why?

2. Distinguish between the terms *development* and *drill* as employed in teaching.

3. Multiply 764 by 22, and state how you would explain to pupils the value of the partial products.

4. What is the purpose of spelling by sound as contrasted with spelling by letter?

5. In what part of a room should be the opening for the removal of impure air? Why?

6. What are the two chief results to be sought in map drawing? Name them in order of importance. Give reasons.

7. Mention two ways of teaching pupils how to study.

8. State two characteristics of a good test question.

9. From which direction with reference to the pupil (a) should light be admitted; (b) should light not be admitted? Why?

10. Name two subjects of common school study which are important in cultivating (a) the perceptive faculties; (b) the reason. Why?

Physics.

1. By the operation of what force is it, that bodies have weight?

2. What condition of the atmosphere is indicated by high barometer? Why?

3. Suppose you tightly stopper a bottle of air at the top of a mountain, carry it to the level of the sea, insert the mouth of the inverted bottle in water, and remove the stopper; what would happen? Explain the cause of the phenomenon.

4. Describe the shape of a vessel of which, if it is filled with water, the pressure on the bottom will be greater than the weight of the water.

5. What effect has the shortening of a pendulum on the running of a clock? Why?

6. Why does the air of a room seem to become dryer as the temperature is raised?

7. Why is it that light can traverse a vacuum while sound can not? (Explain in accordance with the generally accepted theories of sound and light.)

8. What is the difference between a *loud* and a *high* tone? Illustrate by the manner of producing either with the teeth of a comb.

9. How is the solar spectrum produced? What part of it is refracted most?

10. What is the specific gravity of a body that when suspended in water weighs half as much as in air?

Physiology and Hygiene.

1. Where do the lacteals have their origin? What is their use?

2. When a person has become emaciated by sickness or starvation, how has the fat been conveyed away?

- 3. What is osmose? Give an illustration of osmose as it occurs in the human body.
- 4. What effect has the contraction of the muscular fibers of the diaphragm on the size of the cavity of the chest?
- 5. What membrane lines the œsophagus? The windpipe? The cavity of the abdomen?
- 6. What is animal heat? Why is animal heat better maintained when we breathe pure air, than when we breathe foul air?
- 7. What are the respective functions of the two sets of spinal nerves?
- 8. For what malformation of the eye are concave glasses a remedy? What name is given to the imperfect vision caused by this defect of the eye?
- 9. Which way do the valves between the auricles and the ventricles of the heart allow the blood to flow?
- 10. Name three different organs, or parts of the body, which are composed largely of cartilage.

Zoölogy.

- 1. What is the distinguishing characteristic of the vertebrates? Of the articulates?
- 2. Give one typical example of each of the following classes of vertebrates: mammals, reptiles; batrachians or amphibians; fishes. Name a class of vertebrates not mentioned in this question.
- 3. How does the heart of a mammal differ from that of a reptile? From that of a fish?
- 4. Describe, in the order of development, the three stages in the life of an insect.
- 5. Describe, in the order of development, the two stages in the life of a frog.
- 6. Describe the process of mastication as it takes place in a bird.
- 7. Name an animal which yields each of the following articles of commerce, respectively: ivory, pearls, musk, isinglass, ambergris, mohair, silk, wax, dye-stuff, caviare.
- 8. Give the names of two animals that hibernate. Name two animals that are oviparous but do not incubate.
- 9. How do the following organs show adaptation to the wants of the animals: The talons of a hawk? The teeth of a tiger? The neck of a giraffe? The tongue of a cat? The incisors of a squirrel?
- 10. How many kinds of honey bees are hatched in the same hive? Give the name and sex of each.

2. TABULATED STATEMENT OF STATE EXAMINATIONS, 1890.

Place.	NAME OF EXAMINERS.	Number of new candidates.	Number of candidates who had previously appeared.	Total number examined.	Number to whom certificates were granted, 1890.
Albany	Profs. G. B. Weaver and C. E. Hawkins.	11	11	22	3
Binghamton	Supt. M. W. Scott	3	7	10	1
Brooklyn	Prof. Edward G. Ward	6	2	8	.....
Buffalo	Dr. James M. Cassety	7	2	9	1
Elmira	Supt. E. J. Beardsley	13	6	19	1
Geneva	Prof. Isaac H. Stout	3	9	12	2
Gouverneur	Comr. T. B. Mackey	2	6	8	.....
Newburgh	Supt. R. V. K. Montfort	15	7	22	1
New York City	Prof. H. R. Sanford	13	19	32	6
Ogdensburg	Supt. Barney Whitney	1	10	11	1
Oneonta	Dr. James M. Milne	8	9	17	.....
Rochester	Supt. S. A. Ellis	7	2	9	.....
Salamanca	Prof. A. B. Davis	2	5	7	1
Saratoga Springs.	Supt. E. N. Jones	1	11	12	4
Syracuse	Supt. A. B. Blodgett	8	8	16	1
Utica	Supt. A. McMillan and Prof. C. T. Barnes	10	8	18	3
Watertown	Supt. Fred. Seymour	13	5	18	2
		123	127	250	27

3. LIST OF SUCCESSFUL COMPETITORS FOR STATE CERTIFICATES, 1890.

Following is a list of persons to whom State certificates were issued during 1890.

NAME.	Post-office address.	County.
Bacon, Imogene	Greenport	Suffolk.
Baker, Ella E	Fort Ann	Washington.
Banta, Sarah M.	Canandaigua	Ontario.
Benham, Nathaniel L	Niagara Falls	Niagara.
Bishop, Amanda A	Adams	Jefferson.
Burdick, Abner Hall	Stapleton	Richmond.
Clark, Genevieve	Sandy Hill	Washington.
DeWitt, Carrie A	Port Jervis	Orange.
Eggenberger, James	Dolgeville	Herkimer.
Gardner, Francis H	Lyons	Wayne.
Hewitt, Ellen A	Plattsburgh	Clinton.
Howie, Jennie C	Horseheads	Chemung.
Hubbard, Walter Stacy	Portville	Cattaraugus.
Huntington, Georgiana	Rome	Oneida.
Kennedy, William T	Burtonsville	Montgomery.
Kimm, Silas C	Earlville	Madison.
Langworthy, Jessie L	Greenwich	Washington.
Paddock, Bertha L	Malone	Franklin.
Palmer, Lelia Belinda	North Bridgewater	Oneida.
Robins, Louis F	East Albany	Rensselaer.
Ryan, W. H.	Newark Valley	Tioga.
Salisbury, Mary Janet	Sandy Creek	Oswego.
Selleck, Belle	South Glens Falls	Saratoga.
Spence, Lizzie	Saratoga	Saratoga.
Sprague, David M	Tottenville	Richmond.
Tice, Burt Jay	Lawrence Station	Queens.
Tompkins, Mary L	East Norwich	Queens.

4. STATISTICAL TABLE—STATE CERTIFICATES.

The following table shows the number of persons examined, and the number who have passed the examinations since the law was enacted, June 9, 1875, whereby State certificates are granted only upon examination, instead of upon recommendation, as formerly:

YEAR.	Number examined.	Number passed.
1875	9	4
1876	47	21
1877	*25	11
1878	27	14
1879	46	30
1880	47	20
1881	34	12
1882	30	7
1883	63	19
1884	71	22
1885	111	21
1886	126	34
1887	180	40
1888	376	64
1889	300	71
1890	250	27
Total	1,742	417

* Estimated.

5. CIRCULAR, REGULATIONS AND PROGRAM.

Examinations for State Certificates, 1891.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION.

SUPERINTENDENT'S OFFICE,

ALBANY, *December 1, 1890.*

Under the authority of chapter 567 of the Laws of 1875, which provides that State certificates may be granted by the State Superintendent of Public Instruction "only upon examination," and which authorizes the State Superintendent to "appoint times and places for holding such examinations at least once in each year," I have directed that examinations of applicants for State certificates be held on Monday, Tuesday, Wednesday, Thursday and Friday, August 24, 25, 26, 27 and 28, 1891, at the following places:

Albany, at High School building.	Ogdensburg, at the Academy.
Buffalo, at Normal School building.	Oneonta, at High School building.
Elmira, at the Academy chapel.	Rochester, at High School building.
Newburgh, at the Newburgh Academy.	Syracuse, at High School building.
New York, at College for Training of Teachers, No. 9 University Place.	Utica, at High School building.
	Watertown, at High School building.

At the conclusion of the examinations, all papers submitted will be forwarded to this Department. These papers will be carefully examined by the institute conductors and such of the candidates as shall have given satisfactory evidence of their learning, ability experience and good character, will receive certificates qualifying them for life to teach in any of the public schools of the State.

In order to be admitted to the examinations, candidates must have had two years' successful experience in teaching, and must be present at the beginning of the examination.

SUBJECTS FOR EXAMINATION.

Group I.

Algebra, arithmetic, American history, geography, grammar and analysis, orthography, penmanship, physiology and hygiene.

Group II.

Astronomy, book-keeping, botany, chemistry, civil government and school law, composition and rhetoric, drawing, general history, general literature, geology, methods and school economy, plane geometry, physics, zoölogy.

NOTE.—Latin through the first three books of Cæsar's Commentaries, or the ability to read at sight French or German, written in a plain style, will be accepted in place of zoölogy or astronomy.

A standing of at least seventy-five per cent is required in each of the subjects of Group I, and an *average* standing of at least seventy-five per cent in the subjects of Group II; but no paper whose standing shows less than fifty per cent will be considered in this average.

All candidates who attain the required percentage in *five* or more of the designated subjects, in addition to orthography and penmanship, but not in all, will be credited at this Department, for those studies in which they shall have passed, and a partial certificate to this effect will be mailed to each candidate. On passing the required percentage in the remaining designated subjects at any subsequent examinations held not later than the second year thereafter, they will be entitled to receive State certificates. This gives to candidates opportunity for three distinct yearly trials.

In the uniform examinations, school commissioners will recognize "partial certificates," issued not more than five years previously, in all subjects in which candidates attain seventy-five per cent.

The examinations will be open to candidates residing in any part of the State, and to such residents of other States as shall declare it to be their intention to teach in this State.

Attention is directed to the following extract from section 15 of title 1 of the Consolidated School Act of 1864, as amended by section 5, chapter 567 of the Laws of 1875, relating to the powers of the State Superintendent of Public Instruction, touching this subject: "He may grant under his hand and seal of office a certificate of qualification to teach, and may revoke the same. While unrevoked, such certificate shall be conclusive evidence that the person to whom it was granted is qualified by moral character, learning and ability, to teach any common school in the State. Such certificate may be granted by him only upon examination." There can be no evasion of this law, and no certificate will be granted in any case except in conformity with its provisions.

It is the intention of this Department to make these examinations a thorough test of merit. No "catch questions" will be introduced, but the examinations will be sufficiently rigid to prove the ability of the applicant, to the end that a State certificate when granted to a successful candidate, shall be the most signal honor that is bestowed upon the progressive teachers of the commonwealth.

Commissioners, city superintendents, academic principals and institute conductors are requested to give all possible publicity to this circular among teachers of their acquaintance who may desire to take this examination, and to invite the co-operation of the press in calling the attention of the public to the dates of the examinations, and to the plans and regulations adopted.

SPECIAL INFORMATION TO CANDIDATES.

Candidates should aim to acquire not merely certain facts, but the well-digested knowledge and the analytic power that will fit them to guide, criticise, and instruct their pupils successfully.

When explanations are required, they should be given with the same clearness, system and thoroughness that a competent teacher would use in instructing a class. All work should be of the best quality. The papers will be criticised as the work of teachers,—not as that of mere pupils. In accordance with these suggestions, twenty-five per cent of the credits of the paper on composition and rhetoric will depend upon the general excellence of all papers submitted, with reference to neatness, order, punctuation, capitalization, etc.

The scope of the examination will correspond to the subject-matter of the ordinary text-books. The following special suggestions are given to emphasize certain points, and to indicate the work required:

Candidates should examine each question with great care and fully answer it, but should *write no more than is necessary*. Quantity will not be allowed as a substitute for quality.

In arithmetic the candidate should be familiar with the analysis of problems and deduction of rules, particularly in the elementary operations, common and decimal fractions, percentage and its applications, ratio and proportion, and mensuration, and should give strict attention to arithmetical theory as well as practice. The composition of problems to illustrate rules or principles may be required.

In algebra pay special attention to the laws of signs and of exponents, the transformations of equations, factoring, the derivation of rules in the various operations, quadratic equations, radical quantities, proportion, square and cube roots, and the expansion of binomials, with or without numeral or literal, positive or negative co-efficients and exponents, by the binomial theorem.

In Geometry note especially,—(a) general propositions, *i. e.*, those relating to any polygon; (b) the actual and accurate construction of problems with dividers and ruler; (c) the solution of arithmetical and algebraic problems involving geometrical principles, particularly in relation to the right-angled triangle, squares, rectangles, circles, areas of similar figures compared, and proportional lines.

In grammar and analysis, note the proper use of capital letters, abbreviations, and marks of punctuation, the definition of terms, parts of speech and their modifications inflections, rules of syntax, the analysis of sentences, including principal and subordinate clauses and the modifiers of the different parts composing the same, and constructive work illustrating any of the foregoing.

In drawing attention should be given to the study as considered from an educational point of view, together with its application to the practical uses of life. In the

mechanical department, accuracy and correct methods should be studied; while in free-hand work from the object, relative proportion of parts should be most carefully looked after. Note well that geometric form is the basis of all industrial drawing. In design give special attention to the principles of ornamentation. Sketching from familiar and convenient objects will form a portion of the examination in this subject.

In geography and American history, include all important events or discoveries up to the present time, giving special attention to the Empire State, but not to dates, events or localities of trifling importance.

In the study of general history, the teacher should pay especial attention to the great events of history. In the examinations of 1891, one-half of the questions will bear upon the entire field of history, and the other one-half will have reference to the feudal system.

The examination in general literature, for the year 1891, will be limited to Shakespeare's "Merchant of Venice," Dickens' "Pickwick Papers," Hawthorn's "Scarlet Letter," Cooper's "The Pioneer," and Longfellow's "Evangeline," together with the literary and personal character of their respective authors.

In the natural sciences, book-keeping, composition and rhetoric, civil government and school law, the ordinary text-books will furnish all needed information. Note carefully *general principles* found there.

In the examinations for 1891, there will be *five* questions upon the philosophy of education and *five* upon practical school-room topics.

Candidates will hereafter be required to fill out a copy of the following statement before entering upon an examination:

STATEMENT OF CANDIDATE.

Candidates who have received partial certificates in previous examinations (within two years) will submit them with this statement, to be transmitted to the State Superintendent. They will be returned with the new partial certificate or with the State certificate if issued.

Examinations held at.....August 24 to 28, 1891.

Full name

P. O. address

Age.....years.

Residence

Successful experience in teaching.....years.

* Give three references as to experience, with names and post-office addresses.

Is this your first examination for a State certificate?.....

If not, when and where have you been present at previous examinations?.....

* Give three references as to moral character, with names and post-office addresses.

If you are not a resident of New York State, do you intend to follow teaching in this State?

I hereby certify that the foregoing statement is correct in every particular.

Signature of candidate.....

(Copies of the above statement will be supplied at the examinations.)

GENERAL REGULATIONS.

1. The printed questions will be sent to the examiners in sealed envelopes, and these will be first opened in the presence of the class at the time indicated in the accompanying program for the examination in each subject.
2. For evidence as to good character and successful experience, reference may be made to school commissioners, city superintendents, principals of academies and high schools.
3. All applicants presenting themselves for the first time must be present Monday afternoon August twenty-fourth, and must register their names and give such other information as the examiners may require, before they take a question paper. Candidates who have passed in a part of the subjects at a previous examination, need be

* Candidates entering the examinations for the first time may submit letters in reference to experience and moral character, attaching the same to this statement.

present on the half-days only on which examinations occur in those subjects which they intend to take at this examination; but they must be present at the *beginning* of such half-day session, and should bring with them all partial certificates obtained at previous examinations.

4. The examination in each subject is restricted to the half-day designated in the accompanying program.

5. Penmanship and orthography will be judged from all the papers submitted.

6. In the solution of all problems, every process should be indicated. The simple answer, without the process by which it was obtained, will not be accepted.

7. Candidates will be informed by mail as early as practicable, of the results of the examination.

8. Candidates will not be permitted to take to the examination room books or papers of any description.

9. Collusion or communication between candidates during the examinations, or willful misrepresentation in statements furnished, will wholly vitiate their examination.

All statements and answers must be written with ink.

Legal cap paper, pens, pencils and memorandum pads will be supplied by the Department.

Candidates are requested to make themselves thoroughly familiar with the above regulations.

PROGRAM OF EXAMINATION, 1891.

Monday, August 24.

2 to 5 P. M. Registering; grammar; civil government and school law.

Tuesday, August 25.

9 A. M. to 12 M. Arithmetic; American history.

2 to 5 P. M. Composition and rhetoric; geology; chemistry.

Wednesday, August 26.

9 A. M. to 12 M. Algebra; general literature.

2 to 5 P. M. Geography; methods and school economy.

Thursday, August 27.

9 A. M. to 12 M. Geometry; physics.

2 to 5 P. M. Drawing; botany.

Friday, August 28.

9 A. M. to 12 M. Physiology and hygiene; book-keeping.

2 to 5 P. M. General history; zoölogy; astronomy; Latin, French or German, as a substitute for zoölogy or astronomy.

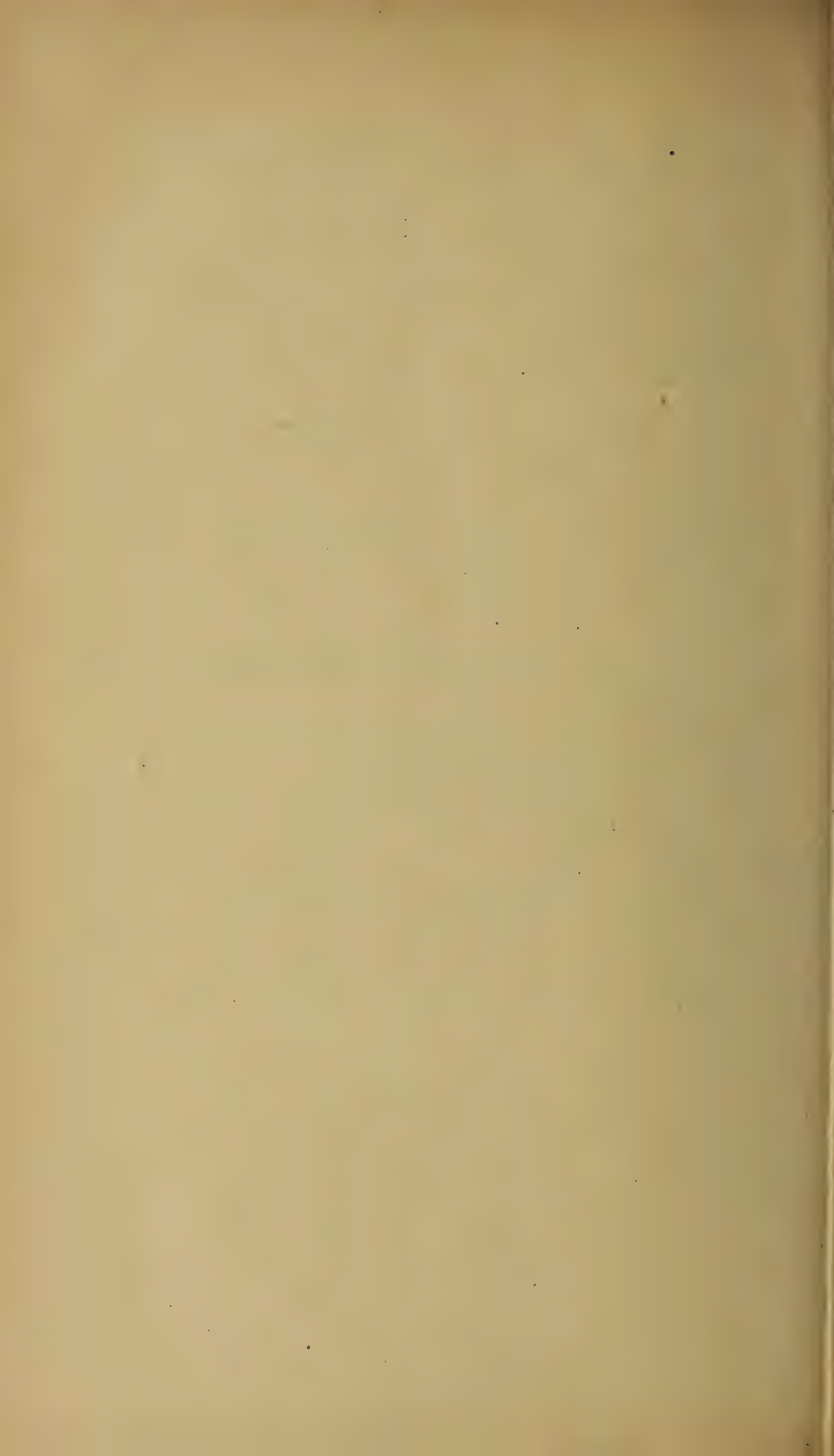
A. S. DRAPER,

State Superintendent.

EXHIBIT NO. 14.

State Scholarships in Cornell University.

1. DEPARTMENT CIRCULAR TO SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS.
 2. QUESTIONS SUBMITTED AT EXAMINATIONS, JUNE 7, 1890.
 3. COMPLETE LIST OF STATE SCHOLARS, 1890.
 4. TABLE SHOWING NUMBER OF CANDIDATES EXAMINED AND APPOINTED, 1890.
 5. LIST OF STATE SCHOLARS OF 1889, WHO ARE NO LONGER STUDENTS OF THE UNIVERSITY.
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STATE SCHOLARSHIPS IN CORNELL UNIVERSITY.

1. DEPARTMENT CIRCULAR TO SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS.

Examinations for State Scholarships at Cornell University — The Law — Regulations — Instructions to Examiners.

STATE OF NEW YORK :

DEPARTMENT OF PUBLIC INSTRUCTION,
OFFICE OF STATE SUPERINTENDENT,
ALBANY, April 25, 1890. }

To School Commissioners and City Superintendents :

The competitive examination of candidates for the State scholarships at Cornell University, provided for by chapter 291 of the Laws of 1887, will be held in each county on Saturday, June 7, 1890, commencing at 9.30 A. M.

The examination will be in charge of the city superintendents and the school commissioners in each county, under such regulations as may be agreed upon to secure an examination which shall be fair in all respects. Village superintendents are not authorized to act.

THE NEW LAW.

Following is the law as amended by chapter 291 of the Laws of 1887 :

§ 9. The several departments of study in the said university shall be open to applicants for admission thereto at the lowest rates of expense consistent with its welfare and efficiency, and without distinction as to rank, class, previous occupation or locality. But, with a view to equalize its advantages to all parts of the State, the institution shall receive students to the number of one each year from each Assembly district in this State, to be selected as hereinafter provided, and shall give them instruction in any or in all the prescribed branches of study in any department of said institution, free of any tuition fee or of any incidental charges to be paid to said university, unless such incidental charges shall have been made to compensate for materials consumed by said students or for damages needlessly or purposely done by them to the property of said university. The said free instruction shall, moreover, be accorded to the said students in consideration of their superior ability and as a reward for superior scholarship in the academies and public schools of this State. Said students shall be selected as the Legislature may from time to time direct, and until otherwise ordered, as follows :

1. A competitive examination, under the direction of the Department of Public Instruction, shall be held at the county court-house in each county of the State, upon the first Saturday of June, in each year, by the city superintendents and the school commissioners of the county.

2. None but pupils of at least sixteen years of age and of six months' standing in the common schools or academies of the State, during the year immediately preceding the examination shall be eligible.

3. Such examination shall be upon such subjects as may be designated by the president of the university. Question papers prepared by the Department of Public Instruction shall be used, and the examination papers handed in by the different candidates shall be retained by the examiners and forwarded to the Department of Public Instruction.

4. The examiners shall, within ten days after such examination, make and file in the Department of Public Instruction, a certificate in which they shall name all the candidates examined and specify the order of their excellence, and such candidates shall, in the order of their excellence, become entitled to the scholarships belonging to their respective counties.

5. In case any candidate who may become entitled to a scholarship shall fail to claim the same or shall fail to pass the entrance examination at such university, or shall die, resign, absent himself without leave, be expelled or for any other reason shall abandon

his right to or vacate such scholarship either before or after entering thereupon, then the candidate certified to be next entitled in the same county shall become entitled to the same. In case any scholarship belonging to any county shall not be claimed by any candidate resident in that county, the State superintendent may fill the same by appointing thereto some candidate first entitled to a vacancy in some other county, after notice has been served on the superintendent or commissioners of schools of said county. In any such case the president of the university shall at once notify the Superintendent of Public Instruction, and that officer shall immediately notify the candidate next entitled to the vacant scholarship, of his right to the same.

6. Any State student who shall make it appear to the satisfaction of the president of the university that he requires leave of absence for the purpose of earning funds with which to defray his living expenses while in attendance, may, in the discretion of the president, be granted such leave of absence, and may be allowed a period not exceeding six years from the commencement thereof for the completion of his course at said university.

7. In certifying the qualifications of the candidates, preference shall be given (where other qualifications are equal) to the children of those who have died in the military or naval service of the United States.

8. Notices of the time and place of the examinations shall be given in all the schools, having pupils eligible thereto, prior to the first day of January in each year, and shall be published once a week for three weeks in at least two newspapers in each county immediately prior to the holding of such examinations. The cost of publishing such notices and the necessary expenses of such examination shall be a charge upon each county respectively, and shall be audited and paid by the board of supervisors thereof. The State Superintendent of Public Instruction shall attend to the giving and publishing of the notices hereinbefore provided for. He may, in his discretion, direct that the examination in any county may be held at some other time and place than that above specified, in which case it shall be held as directed by him. He shall keep full records in his department of the reports of the different examiners, showing the age, post-office address and standing of each candidate, and shall notify candidates of their rights under this act. He shall determine any controversies which may arise under the provisions of this act. He is hereby charged with the general supervision and direction of all matters in connection with the filing of such scholarships. Students enjoying the privileges of free scholarship shall in common with the other students of said university be subject to all of the examinations, rules and requirements of the board of trustees or faculty of said university except as herein provided.

NOTICE OF EXAMINATION.

Notice of this examination is to be published *once a week for three weeks* prior thereto *in two newspapers in each county*. At the proper time you will advise with the other officers, who, with you, are to have charge of the examination in your county, and will jointly prepare, sign and publish the required notice. A form of notice for publication, which may be used, will be found on the last page of this communication. You will instruct publishers of newspapers to forward their bills for such publication to the board of supervisors of your county, as the law makes the cost of publication *a county charge*. In addition to the newspaper notice required by law, please endeavor to procure general newspaper comment upon the matter, and otherwise exert every reasonable effort to bring the examination to the attention of all schools having eligible candidates.

It is the purpose of the law to cause the free scholarship privileges to be brought to the attention of the people of the State, and to hold them as prizes before all the pupils of the academies and common schools who are desirous of obtaining a collegiate education, to the end that the scholarships may be filled and that the opportunities which they offer may be brought to as many as possible of the most deserving children of the commonwealth.

WHERE EXAMINATIONS MAY BE HELD.

While the law provides that the examinations shall be held at the county court-house in each county, it, at the same time, permits it to be held elsewhere by the direction of the Superintendent of Public Instruction. It is the evident purpose of the law to provide at least one place where the examination may of right be held; hence the court-house is designated. It would, undoubtedly, be better to hold the examination in a school building in all cases where the local school officers will consent thereto, which they will undoubtedly do in most instances. Where such consent is obtained, you may insert such place in the notice without communicating with the Department for direction in the premises. *No expense must be incurred on this account, however; unless school buildings are offered free of cost, the examination will be held at the county court-house.*

HOW QUESTION PAPERS WILL BE SENT.

In all counties having but one school commissioner, printed question papers, answers, blank forms for reports, blank statements of candidates, etc., will be forwarded to the

commissioner on the twenty-eighth day of May, next. *In counties having two or more school commissioners, or one or more city superintendents, they will confer together, and advise me promptly to whom the question papers, etc., should be sent.*

SPECIAL ATTENTION.

Examiners will call the attention of all interested to the following:

1. *Candidates must be actual residents of this State.*
2. *Candidates must be at least sixteen years of age.*
3. *Candidates must show that they have attended a common school or academy of this State at least six months during the year immediately preceding the date of the examination. Teaching can not be considered equivalent to attendance.*
4. *Candidates should in all cases attend the examinations in the counties in which they actually reside. The claims of any candidates who attend examinations in counties in which they do not reside, can not be considered until the claims of actual residents of such counties are determined.*
5. *No person should enter an examination unless prepared to accept a scholarship, should one be awarded.*
6. *No person can receive a Cornell State scholarship who does not enter the examination.*
7. *Any person appointed to a scholarship and afterwards declining the same, forfeits it absolutely, and the vacancy is filled from the list of other eligible candidates. The candidate is eligible, however, to enter a succeeding examination by meeting the conditions required.*
8. *Candidates failing to receive scholarships should hold themselves in readiness to appear at the university examinations in September. In case persons receiving scholarships fail to pass the entrance examinations, others who do pass, may be appointed in their places. No direct assurance can be given that a scholarship can be awarded, as there may be no vacancies.*

METHOD OF CONDUCTING THE EXAMINATIONS.

It is suggested that the manner of procedure be as follows:

Upon calling the class to order, have each member fill out with ink, in his own handwriting, the blank statement of name, residence, post-office address, etc. Collect the same and *dismiss any candidate whose statement does not indicate his eligibility to the scholarship under the provisions of the statute*, and return these certificates with your report.

Next, submit the question papers on *grammar, algebra and physiology*. Continue the sitting upon the three subjects named without interruption from 9.30 to 12.30, unless candidates finish prior to that time. Close the sitting at 12.30 in any event, having notified the class at the opening that this will be done.

Direct that the candidates write their answers in ink upon legal cap paper which, together with ink and pens, you will supply to applicants, forwarding your bill for the same, together with the bills for publishing the notices of examination, to the board of supervisors of your county who are required by the law to audit and pay these necessary expenses. The answers should be numbered to correspond with the questions answered. Keep the answers in each subject upon a sheet of paper by themselves. *Cause the candidate to write his name at the upper left-hand corner of each sheet of paper upon which his answers are written.*

Let the afternoon sittings for the examination in *geography, arithmetic and plane geometry* begin at 2 and end at 5 o'clock, unless candidates finish their work earlier.

The law requires the examiners to make and file in this Department, "a certificate in which they shall name all of the candidates examined, and specify the order of their excellence." It is suggested that each answer be marked upon a scale having a maximum of ten. Each absolute correct answer would receive ten credits, and a correspondingly less number as it approximated correctness; an absolutely erroneous answer should be marked with a zero. There are thirty questions in all. If all were correctly answered, the candidate would receive 300 credits, and a correspondingly less number as he approached correctness. The aggregate number of credits received will determine the relative standing of the candidates.

In making the report please do not fail to certify the names of *all* of the candidates, and to specify the order of their standing.

As soon as may be, and certainly within ten days after the examination, you will forward the report signed by all city superintendents and commissioners. All of the examination papers of all the candidates, together with applicants' statements, must be forwarded with the report of the examiners.

HOW VACANCIES WILL BE FILLED.

The law now authorizes the State Superintendent to fill vacancies arising in any county, by appointing some candidate standing highest on the list in some other county after the quota of scholarships belonging to that other county has been filled. In exercising this power the following system will be followed, of which it may be well to advise the class. The examination papers of the candidates standing highest upon the list in each county (after the appointments have been made from that county) will be classified and arranged in the order of merit, and appointments will be made from this list in the order in which the names stand. If this list should be exhausted, the same course would be pursued as to candidates coming next upon the list in each county. In this way all candidates will secure such rights as their merits entitle them to, the State Superintendent will be relieved from the disagreeable duty of discrimination, and the scholarships will be equitably distributed over the territory of the State.

EXAMINATIONS MUST NOT BE OMITTED.

There may be cases in which the number of candidates who present themselves will be smaller than the number of scholarships belonging to the county, and, in such cases, it may be thought unnecessary to go through the examination. *To take that course would be a mistake.* Candidates will become entitled to their scholarships only after the steps indicated by the statute shall have been taken. *The law must be fully complied with.* Therefore, it is advised that all the proceedings be taken regularly, and that the examination papers be filed in the Department, even though the number should be so small in any county as to remove the necessity for competition between candidates.

ENTRANCE EXAMINATIONS.

The entrance examinations at the University will occur on June thirteenth and September twenty-fourth, and will probably continue three days each. Successful candidates must appear at the opening of one or the other of these examinations. For obvious reasons it is desirable that candidates appear at the June examination. In case they fail, those next entitled to their places could then try the September examination. Having this in view, examiners are requested to file their reports with the least possible delay. This Department will notify candidates of the result of the examinations and of their rights in the premises.

Very respectfully yours,

ANDREW S. DRAPER,
State Superintendent.

NOTE.—It will be well to read the essential portions of this circular to the class before the examination begins.

(Form of notice for publication to be published in two newspapers in each county, once a week, for three weeks prior to the examination.)

CORNELL UNIVERSITY.

State Scholarships.

(Notice pursuant to chapter 291, Laws of 1887.)

A competitive examination of candidates for the State scholarships, falling to the county of....., will be held at the (name the building)..... in the (city or village)..... of....., on Saturday, the seventh day of June next, commencing at 9 30 A. M.

Candidates must be at least sixteen years of age, and of six months' standing in the common schools or academies of the State during the present school year.

No person should enter an examination unless prepared to accept a scholarship, should one be awarded.

The examination will be upon the following subjects, viz.: English grammar, geography, physiology, arithmetic, plane geometry, and algebra through quadratic equations.

There will be as many candidates appointed from this county as there are Assembly districts in the county. Candidates will become entitled to the scholarships in the order of merit.

Dated at, this..... day of May, 1890.

.....
Superintendent of Schools City of.....

.....
School Commissioner.....

.....
School Commissioner.....

2. QUESTIONS SUBMITTED AT EXAMINATIONS, JUNE 7, 1890.

A. M.

Grammar.

You know, that, if you had a bent tube, one arm of which was of the size of a pipe-stem, and the other big enough to hold the ocean, water would stand at the same height in one as in the other. Controversy equalizes fools and wise men in the same way,—*and the fools know it.—The Autocrat of the Breakfast-Table.*

NOTES.—The first three questions refer to the above selection.

In naming a clause, it is sufficient to include only its unmodified subject and unmodified predicate.

1. Select five subordinate clauses, supplying ellipses. State what each subordinate clause modifies.
2. Select all the verbs, and indicate the mode and tense of each.
3. Select four words used to connect clauses, and state to what part of speech each belongs.
4. Write three sentences each containing a pronoun in the objective case. Let the first be a personal; the second, a relative; and the third an interrogative pronoun.
5. By sentences illustrate the use of five participles used differently, and state the grammatical relation of each.

Algebra.

Give all the important steps of the reasoning and work. Write plainly, and arrange everything clearly, without crowding.

1. Subtract $-5a$ from $7a$, and explain the process.
2. State the process of eliminating one of two unknown quantities by comparison.
3. Find the two equal factors of $4x^2 - 4xy^2 + y^4$.
4. Given $x^{\frac{2}{3}} - 4x^{\frac{1}{3}} = 21$, to find value of x .
5. The sum of two numbers is 31, and the difference of their squares is 31. Find the numbers.

Physiology.

1. What is a center of ossification?
2. What is the function of the red corpuscles?
3. Describe the structure of the skin, naming its parts.
4. Mention five causes that retard digestion.
5. How does the function of a sensitive nerve-fiber differ from that of a motor fiber?

P. M.

Geography.

1. How many degrees of longitude must be traversed in crossing a hemisphere? How many degrees of latitude from the equator to one of the tropics?
2. Name the largest city in each of the following States: California, Maryland, South Carolina, Michigan, Colorado.
3. Account for the mild climate of western Oregon.
4. Under what independent national government are the following cities respectively Oporto, Liverpool, Barcelona, Lyons, Edinburgh?
5. Name some country or locality famous for the production of tin; of diamonds; of quinine; of coffee; of rice.

Arithmetic.

In the solution of problems, every process must be indicated. Mere answers will not be accepted.

1. 12 A. 84 sq. rd. is what fractional part of 33 A. 64 sq. rd.? (Answer required in lowest terms.)
2. Find (a) the date of maturity, (b) the term of discount, (c) the bank discount, and (d) the proceeds of a three-months' note for \$400, made May 10, 1890, and discounted the same day at the First National Bank of Albany, N. Y.
3. The sum of the ages of A and B is 54 yr. 9 mo. 11 da., and A is 9 yr. 10 mo. 21 da. older than B. Required the age of each.
4. A rectangular tank is 5 feet long, 2 feet wide and 2 feet deep, inside measurements. How many gallons of water will it contain?
5. What are the net proceeds of a sale of 38 shares of N. Y. C. and H. R. R. R. stock, at $121\frac{1}{4}$, brokerage $\frac{1}{2}$ per cent.

Plane Geometry.

1. Distinguish (a) between the terms *equal* and *equivalent* as applied to geometrical magnitudes; (b) between the terms *theorem* and *problem*.
2. Prove that an exterior angle of a triangle is equal to the sum of the two opposite interior angles.
3. Construct a triangle the three sides of which shall be in the ratio of 4, 5 and 7.
4. Prove that when two chords intersect each other in a circle, the angle thus formed is measured by one-half the sum of the intercepted arcs.
5. One of the equal sides of an isosceles triangle is a and the base is b . Find the area of the triangle.

3. COMPLETE LIST OF STATE SCHOLARS AT CORNELL UNIVERSITY, APPOINTED UPON EXAMINATIONS HELD JUNE 7, 1890.

NAME.	County appointed for.	County of residence.
William R. Varick.....	Albany	Albany.
Francis L. Pruyn.....	Albany	Albany.
George E. Barnes	Albany	Herkimer.
William R. Delahanty	Albany	Albany.
Nellie E. Hoag.....	Allegany	Tompkins.
Jerome B. Landfield	Broome.....	Broome.
Adna F. Weber	Cattaraugus.....	Cattaraugus.
Ray E. Middaugh	Cattaraugus.....	Cattaraugus.
Delos W. Hoskins	Cayuga	Cayuga.
George R. Berry.....	Cayuga	Cayuga.
Eugene G. Mason	Chautauqua	Chautauqua.
Maud R. Babcock	Chautauqua	Chautauqua.
Vernon Cole	Chemung.....	Cattaraugus.
Eloise L. Osmond	Chenango.....	Chenango.
Truman L. Benedict	Clinton.....	Clinton.
John C. Dardess	Columbia.....	Columbia.
Karl McK. Wiegand	Cortland	Cortland.
Frances G. Hart	Delaware.....	Ontario.
Thomas H. Dowd	Dutchess	Cortland.
Henry I. Gordon	Dutchess	Monroe.
William B. Bailey	Erie.....	Erie.
Alice M. Battey	Erie.....	Erie.
Bertha M. Brock	Erie.....	Erie.
Robert B. Goodman.....	Erie.....	Erie.
Frank W. Love	Erie.....	Erie.
George G. Wood	Essex.....	Wayne.
Sidney E. Hunt	Franklin	Chenango.
Orrie P. Cummings	Fulton and Hamilton..	Cortland.
Robert E. Wood	Genesee	Genesee.
Peter Wintermute.....	Greene	Chemung.
James L. Dodge	Herkimer	Herkimer.
Arthur B. Thompson	Jefferson	Jefferson.
Sylvester C. Halladay.....	Jefferson	Jefferson.
Charlotte W. Brown.....	Kings.....	Kings.
Jennie M. Jenness	Kings.....	Kings.
George F. Brown, Jr	Kings.....	Kings.
Hugh C. Himrod	Kings.....	Kings.
Margarite T. Lee	Kings.....	Kings.
George A. Nall	Kings.....	Kings.
William H. Dole	Kings.....	Kings.
Edward A. Brooks	Kings.....	Chemung.
Seth D. Higley	Kings.....	Tompkins.
Joseph C. Besosa	Kings.....	Kings.
Frederick William Field	Kings.....	Kings.
George W. Rulison.....	Kings.....	Herkimer.
Lucy L. Crissey.....	Lewis.....	Chautauqua.
Charles A. Wheelock.....	Livingston	Livingston.
William D. Bancroft	Madison	Madison.
Marie M. Hoppe	Monroe	Monroe.
Anna L. Perry	Monroe	Monroe.
Earl W. Mayo	Monroe	Erie.
Emma C. McLauchlin	Montgomery	Montgomery.
Samuel S. Slater	New York.....	New York.
Cora E. Smith	New York.....	Tompkins.
Bert S. Lanphear	New York.....	Jefferson.
Elmer E. Bogart	New York.....	Tioga.
Adison B. Reed	New York.....	Seneca.
James B. Yard.....	New York.....	Cattaraugus.
Grace Doubleday	New York.....	Chautauqua.
Howard L. Potter	New York.....	Otsego.
Charles Robinson	New York.....	Madison.
Linwood A. Murray	New York.....	Richmond.
Frederick W. James	New York.....	Oneida.
Arthur G. Patterson	New York.....	Delaware.
Nathaniel C. Robbins	New York.....	Rockland.
Luella M. Fulford	New York.....	Oswego.
William E. Freeman	New York.....	Delaware.
Thomas F. Ahern	New York.....	Broome.

LIST OF STATE SCHOLARS — (*Concluded*).

NAME.	County appointed for.	County of residence.
Clifton C. Briggs	New York.....	Ontario.
Edward M. Wheeler.....	New York.....	Oneida.
Fred P. Palen.....	New York.....	Sullivan.
Clinton S. Van Deusen	New York.....	Wayne.
Bert C. Fuller.....	New York.....	Otsego.
Katherine G. Woodford.....	New York.....	Chautauqua.
Harry Sloan	New York.....	Albany.
Charles A. Fish.....	New York.....	Cattaraugus.
Leah E. Lindsey	Niagara	Niagara.
William W. Faulkner	Niagara	Niagara.
Wallace B. Beardsley.....	Oneida	Tompkins.
Herbert W. Knox	Oneida	Oneida.
Ralph N. Flint	Oneida	Oneida.
Alfred B. Norton	Onondaga	Onondaga.
George W. Barnes.....	Onondaga	Onondaga.
Jonathan W. Sherwood.....	Onondaga	Rockland.
Benjamin F. Latting.....	Ontario	Ontario.
Thomas C. Rogers	Orange	Orange.
Hannah G. Herson.....	Orange	Tompkins.
Daniel A. Mason	Orleans	Orleans.
Lewis C. Freeman.....	Oswego	Albany.
Grant Lindall	Oswego	Oswego.
Noah Cummings	Otsego	Otsego.
John S. Tompkins	Otsego	Otsego.
Frederick J. Medden.....	Putnam.....	Seneca.
George S. Edmonds.....	Queens	Queens.
John B. Stephens.....	Queens	Oswego.
Bessie Alves	Rensselaer	Rensselaer.
John C. Knudson.....	Rensselaer	Rensselaer.
Fred W. Barry	Rensselaer	Rensselaer.
J. Woodruff Dix	Richmond	Richmond.
Elmer F. Kinne.....	Rockland	Seneca.
Thomas Kelsey.....	St. Lawrence.....	Tompkins.
Thomas J. Wilkin.....	St. Lawrence.....	Chemung.
Thomas D. Watkins	St. Lawrence.....	Herkimer.
Robert Mavhew	Saratoga	Saratoga.
Clarence W. Marsh	Saratoga	Saratoga.
Sarah F. Winans	Schenectady	Schenectady.
Joseph W. Taylor	Schoharie	Schoharie.
Arthur H. Place	Schuyler	Cortland.
Ella Feehan	Seneca	Seneca.
Francis E. Wood	Steuben	Steuben.
George D. Richey	Steuben	Steuben.
Herbert L. Fordham	Suffolk.....	Suffolk.
Samuel B. Perry.....	Sullivan	Sullivan.
Anna M. Benjamin.....	Tioga	Tioga.
Robert W. Quick	Tompkins	Tompkins.
Theodore H. Boice.....	Ulster.....	Ulster.
Roswell C. Chapman.....	Ulster.....	Chenango.
William C. White.....	Ulster.....	Chautauqua.
William M. Torrance	Warren	Cattaraugus.
Morgan B. Griswold	Washington	Washington.
Thomas Kaveny.....	Washington	Ontario.
Ezra P. Reynolds.....	Wayne	Wayne.
Thomas M. Moore.....	Wayne	Wayne.
John K. Lathrop	Westchester.....	Westchester.
John Y. Sloan, Jr.....	Westchester.....	Erie.
John H. Godfrey	Westchester.....	Seneca.
Charles E. Murphy.....	Wyoming.....	Wyoming.
William B. Gregory.....	Yates	Yates.

4. TABLE SHOWING BY COUNTIES THE NUMBER OF CANDIDATES FOR STATE SCHOLARSHIPS AT CORNELL UNIVERSITY, EXAMINED JUNE 7, 1890, AND NUMBER APPOINTED FROM EACH COUNTY.

COUNTY.	Whole number examined.	Number appointed.	COUNTY.	Whole number examined.	Number appointed.
Albany	9	5	Ontario	6	4
Allegany.....	0	0	Orange.....	5	1
Broome	4	2	Orleans	3	1
Cattaraugus.....	8	3	Oswego	5	3
Cayuga	4	2	Otsego	4	4
Chautauqua.....	5	5	Putnam.....	1	0
Chemung	4	3	Queens.....	1	0
Chenango.....	4	3	Rensselaer	4	3
Clinton.....	1	1	Richmond	3	2
Columbia	1	1	Rockland	4	2
Cortland	6	4	St. Lawrence	1	0
Delaware	6	2	Saratoga.....	2	2
Dutchess	3	0	Schenectady.....	1	1
Erie	17	7	Schoharie.....	1	1
Essex	4	0	Schuyler.....	0	0
Franklin	0	0	Seneca	7	5
Fulton and Hamilton.....	0	0	Steuben	2	2
Genesee.....	1	1	Suffolk.....	1	1
Greene	0	0	Sullivan.....	3	2
Herkimer.....	5	4	Tioga	3	2
Jefferson	4	3	Tompkins	13	7
Kings	14	9	Ulster	1	1
Lewis	3	1	Warren	0	0
Livingston	3	1	Washington	2	1
Madison	3	2	Wayne	6	4
Monroe	7	3	Westchester	3	1
Montgomery	7	1	Wyoming.....	2	1
New York.....	2	1	Yates.....	1	1
Niagara.....	3	2			
Oneida.....	7	4			
Onondaga	4	2	Total.....	211	128

5. LIST OF PERSONS WHO RECEIVED CORNELL STATE SCHOLARSHIPS IN 1889, BUT WHO ARE NO LONGER STUDENTS OF THE UNIVERSITY.

NAME.	County appointed for.	Persons appointed to fill vacancies.	County of residence.
George W. Ault	Monroe	Ellis A. Griffith	Wyoming.
George A. Dagwell	Rensselaer ..	Jennie M. Sheldon.....	Jefferson.
William W. Grieve.....	Saratoga	Frank G. Snyder.....	Tompkins.
Charles W. Haywood.....	Ulster	Walter W. Edwards	Tompkins.
Herbert B. Masten.....	Orange	Jessie A. Burr.....	Oneida.
Thomas A. Mosscrop.....	Kings.....	Anton Springer, Jr	Oneida.
Clarence L. Moyer.....	Oneida.....	William G. Fisher	Oneida.
Charles C. Robbins	Kings.....	Walter W. Hyde	Tompkins.

EXHIBIT No. 15.

COLLEGE GRADUATES' CERTIFICATES.

Indorsement of Normal Diplomas and State Certificates
Issued in Other States.

1. LAW OF 1888.
 2. FORM OF APPLICATION FOR A COLLEGE GRADUATE'S CERTIFICATE.
 3. LIST OF COLLEGE GRADUATES' CERTIFICATES GRANTED, 1890.
 4. LIST OF NORMAL DIPLOMAS INDORSED, 1890.
 5. LIST OF STATE CERTIFICATES INDORSED, 1890.
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COLLEGE GRADUATES' CERTIFICATES.

INDORSEMENT OF NORMAL DIPLOMAS AND STATE CERTIFICATES ISSUED IN OTHER STATES.

1. THE LAW OF 1888.

The Legislature of 1888 amended, by chapter 331, section 15 of title 1 of the "Consolidated School Act" so as to read as follows (amendments in italics):

§ 15. He (the State Superintendent) may grant, under his hand and seal of office, a certificate of qualification to teach, and may revoke the same. While unrevoked, such certificate shall be conclusive evidence that the person to whom it was granted is qualified by moral character, learning and ability to teach any common school in the State. Such certificate may be granted by him only upon examination. He shall determine the manner in which such examination shall be conducted, and may designate proper persons to conduct the same and report the result to him. He may also appoint times and places for holding such examinations, at least once in each year, and cause due notice thereof to be given. *He may also, in his discretion, issue a certificate without examination, to any graduate of a college or university who has had three years' experience as a teacher. Such last-mentioned certificate shall be known as the "college graduate's certificate," and may be revoked at any time for cause. He may also, in his discretion, indorse a diploma issued by a State normal school or a certificate issued by a State Superintendent or State Board of Education in any other State, which indorsement shall confer upon the holder thereof the same privileges conferred by law upon the holders of diplomas or certificates issued by State normal schools or by the State Superintendent in this State. He may also issue temporary licenses to teach, limited to any school commissioner district or school district, and for a period not exceeding six months, whenever, in his judgment, it may be necessary or expedient for him to do so.*

2. FORM OF APPLICATION FOR A COLLEGE GRADUATE'S CERTIFICATE.

To the State Superintendent of Public Instruction of the State of New York:

I,, the undersigned, hereby make application for a "college graduate's certificate," authorizing me to teach in the common schools of this State.

In support of such application, the statement of facts hereto annexed is made for your information, the written parts thereof being in my own handwriting.

Dated.....

(Signature in full.).....

(Post-office address.).....

N. B.—Applicants are reminded that a college graduate's certificate will be granted only to a regular graduate of a college or university of good standing, who can also show three years of successful experience in teaching since graduation.

STATEMENT OF APPLICANT.

What is your full name?.....

Where and when were you born?.....

Of what college or university are you a graduate?

In what year did you graduate?

How many years have you taught school since graduation?.....

Indicate the grade and number of teacher's certificates which you have held, and by whom issued?

.....

Make a full statement of the facts regarding your career as a teacher, indicating the places where you have taught, the length of term in each place, and the class or grade

of the schools you have served. If you have ever acted as a superintendent of schools, state that fact. If you have attended, participated in, or held any relations with State or county educational conventions, indicate the extent thereof. In short, set forth any facts which will show your experience, standing and success as a teacher.....

.....

Are you at present engaged in teaching?.....

If so, where, and in what capacity?.....

If not teaching, are you under engagement to teach?.....

If so, where?.....

Do you intend to make teaching a profession?.....

Give the names and post-office addresses of three persons of standing, to whom reference may be made, if desired, for information concerning you.

.....

.....

(Signature in full).....

STATE OF NEW YORK, } ss.:
COUNTY OF

..... the applicant above named, being
duly sworn, deposes and says that the facts set forth in the above statement are true.

(Signature of applicant)

Sworn to before me, this }
day of....., 189 . }

(Signature of officer).....

.....

3. LIST OF COLLEGE GRADUATES' CERTIFICATES GRANTED, 1890.

COLLEGE GRADUATES' CERTIFICATES.

657

Number.	NAME.	Residence.	Graduated at	Year of graduation.	Date of certificate.
202.....	Willis Lawton Weedon	Leonardsville.	Hamilton College.....	1882.....	January 2
203.....	Judson I. Wood.....	Ilion	Brown University, R. I.....	1879.....	January 24
204.....	Adolphus H. Sage	Groton.....	Cornell University.....	1886.....	February 6
205.....	Fred W. Crumb.....	North Brookfield	Alfred University.....	1883.....	February 10
206.....	Robert James Round	Elmira.....	Wesleyan University, Conn.....	1872.....	March 5
207.....	Emily M. Robinson.....	Homer.....	Wellesley College, Mass.....	1886.....	March 5
208.....	Frank S. Porter.....	Hornellsville.....	Syracuse University.....	1872.....	April 22
209.....	Edith Gooding.....	Canandaigua	Smith College, Mass.....	1886.....	April 22
210.....	Andrew E. Dunham.....	Peekskill	Cornell University.....	1886.....	April 28
211.....	Charles A. Dorsey.....	Brooklyn	Oberlin College, Ohio	1861.....	April 28
212.....	Stephen A. Snow	Orleansville	Wesleyan University, Conn.....	1864.....	May 12
213.....	Anna M. Wicks	Ticonderoga	Oberlin College, Ohio	1886.....	June 10
214.....	George W. Gurnee	Rochester	Rochester University	1885.....	June 16
215.....	Sedgwick Mather.....	Cold Spring	Madison University	1886.....	June 26
216.....	Mrs. Mary F. Davis	Fishkill.....	Syracuse University.....	1874.....	June 26
217.....	George F. Flannery	Rochester	University of Rochester	1878.....	June 26
218.....	Edwin Schuyler Harris	Cambridge	Union College	1886.....	June 26
219.....	Francis M. Smith	Stamford	Illinois Wesleyan University.....	1887.....	July 2
220.....	Harry Prosper Corser.....	Tivoli.....	Lafayette College, Pa	1885.....	July 2
221.....	John Ethan Hill	Pleasantville Station	Yale University, Conn.....	1885.....	July 2
222.....	Mark W. Way.....	Rochester	Hobart College.....	1886.....	July 25
223.....	Henry Pease.....	Tonawanda	University of Rochester	1887.....	July 25
224.....	Herbert Eugene Peck.....	Troy.....	Wesleyan University, Conn.....	1886.....	July 25
225.....	Mary Louise Chandler.....	Canton	St. Lawrence University.....	1886.....	July 25
226.....	Henry Danielson Hopkins.....	Trumansburg	Hamilton College.....	1887.....	August 25
227.....	John E. Schull.....	Hoosick Falls.....	Lafayette College, Pa	1872.....	August 25
228.....	Bertha M. Brown.....	Crary's Mills.....	St. Lawrence University.....	1887.....	August 25
229.....	Arthur Malcolm Seekell	Union Springs	Hamilton College.....	1887.....	August 25
230.....	Mary Lovina Collins	Lyons.....	Syracuse University.....	1887.....	August 25
231.....	William Edward Lockner	New Berlin	Rochester University.....	1886.....	August 25
232.....	Hobart B. Chandler	Canton	St. Lawrence University.....	1883.....	August 25
233.....	Edward Newell Barrett	Mamaroneck.....	Lafayette College, Pa	1873.....	August 25
234.....	Frank Mason Comstock	Le Roy	Union College	1876.....	August 25
235.....	Edward DeWitt Meriman	Malone	Yale University, Conn	1872.....	August 25
236.....	Anna J. Bates	Cortland	Hillsdale College, Mich.....	1887.....	August 25
237.....	Clara Rosanna Walker	Canton	Wellesley College, Mass	1886.....	August 25
238.....	Herbert D. Hoffnagle	Elizabethtown	University of Vermont.....	1884.....	August 25
239.....	Frank Coe Barnes.....	Troy.....	Williams College, Mass	1887.....	August 25
240.....	Francis A. Woodward.....	Ellenville.....	Syracuse University.....	1878.....	August 25
241.....	William Henry Maxwell	Brooklyn	Queen's University, Ireland.....	1870.....	August 25
242.....	George J. McAndrew.....	Plattsburgh	Yale University, Conn.....	1884.....	August 25
243.....	Mary Elizabeth Weed.....	North Rose.....	Cornell University.....	1879.....	August 27

LIST OF COLLEGE GRADUATES' CERTIFICATES GRANTED, 1890 — (Concluded).

Number.	NAME.	Residence.	Graduated at	Year of graduation.	Date of certificate.
244.....	George Bernard Benedict.....	Lisle.....	Wesleyan University, Conn.....	1881.....	August 27
245.....	Abram Ralph Serven.....	Waterloo.....	Hamilton College.....	1887.....	August 27
246.....	Robert Dale Ford.....	Canton.....	St. Lawrence University.....	1885.....	August 27
247.....	James R. Fairgrieve.....	Walton.....	Union College.....	1882.....	September 4
248.....	Francis Wright Lewis.....	Little Falls.....	Smith College, Mass.....	1881.....	September 4
249.....	Robert Franklin Sullivan.....	Unadilla.....	Cornell University.....	1883.....	September 19
250.....	Abram Mark Hollister.....	East Springfield.....	Hamilton College.....	1887.....	October 16
251.....	James Heatly.....	Green Island.....	Union College.....	1879.....	October 16
252.....	John G. Traver.....	Hartwick Seminary.....	Pennsylvania College of Gettysb'g.....	1886.....	November 20
253.....	Frank E. Fenn.....	Machia.....	Allegheny College, Pa.....	1887.....	November 20
254.....	Alfred Wilson Rogers.....	Greenport.....	Bowdoin College, Me.....	1885.....	November 20
255.....	Frank H. Coffran.....	Worcester.....	Amherst College, Mass.....	1877.....	November 20
256.....	William Leonard Jackson.....	Burnt Hills.....	Union College.....	1874.....	November 25

4. LIST OF NORMAL DIPLOMAS INDORSED, 1890.

Number.	Date of indorsement.	NAME.	Residence.	Graduated at normal school at	Year of graduation.
32	Jan. 2	Harriet Adah Todd.....	Stamford, Conn.....	New Britain, Conn..	1879
33	Jan. 22	Allen Howe Knapp	Florida	Mansfield, Pa	1888
34	Jan. 27	Amelia M. Nichols.....	Warwick	Westfield, Mass.....	1873
35	Mar. 1	Agnes E. Keeney	Stamford	Mansfield, Pa	1877
36	April 21	Eva Peck Spoor.....	Osceola, Pa.....	Mansfield, Pa	1872
37	May 12	Katharine Darmstadt....	Caton	Mansfield, Pa	1889
38	June 23	Mary Evelyn Cornwell....	Rome	Framingham, Mass.	1887
39	June 23	Mary Elizabeth Beach ...	Rome	Framingham, Mass.	1880
40	July 26	Willard Ellis Jones.....	Sea Cliff	Bridgewater, Mass .	1883
41	Aug. 6	Harrison T. Morrow.....	Union.....	Valparaiso, Ind	1881
42	Aug. 15	Anna M Allen.....	Painted Post	Mansfield, Pa	1890
43	Aug. 15	Louise Stone Russell.....	North Adams, Mass.	Bridgewater, Mass .	1890
44	Aug. 30	John M. Van Syckle	Mamaroneck.....	N. J. State, Trenton.	1873
45	Aug. 30	Eloise Mayham	Stamford	West Chester, Pa ...	1884
46	Sept. 2	Nettie Shephard	Webbs Mills.....	Mansfield, Pa	1887
47	Sept. 16	Agnes D. Cloud	Easton.....	Mansfield, Pa	1885
48	Sept. 16	Lewis G. Hammond.....	Lindley.....	Mansfield, Pa	1889
49	Sept. 17	Agnes Doyen.....	Dundee.....	Mansfield, Pa	1888
50	Sept. 24	Susan Catharine Elliot...	Rondout	Salem, Mass.....	1884
51	Oct. 16	Simon D. Replogle.....	Roslyn	Millersville, Pa.....	1888

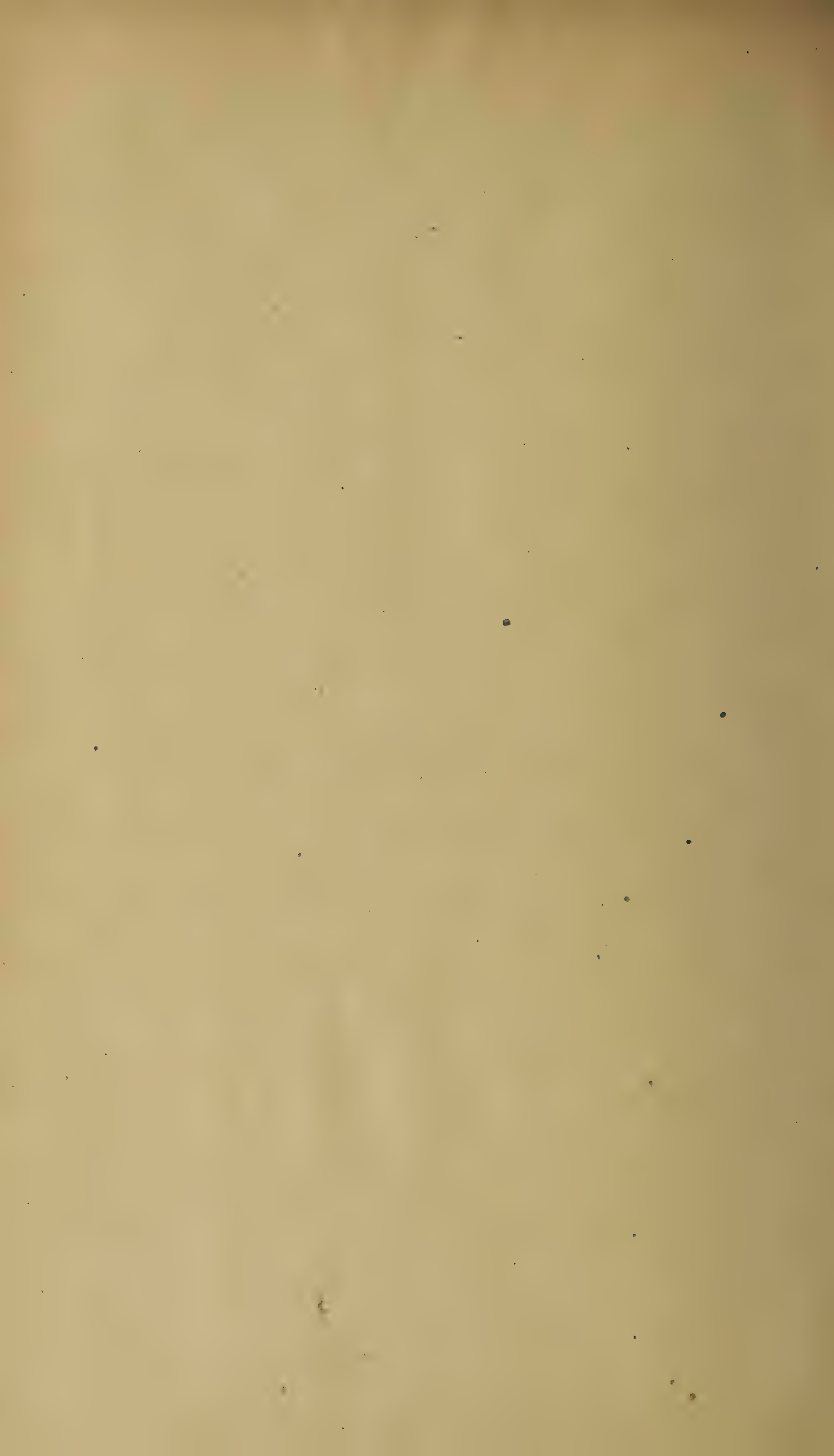
5. LIST OF STATE CERTIFICATES INDORSED, 1890.

No.	Date.	NAME.	Residence.	Certificate issued in
8	Jan. 2	Peter E. Demarest	Long Island City ...	New Jersey.

EXHIBIT NO. 16.

TEACHERS' TRAINING CLASSES.

1. REPORT OF PROFESSOR CHARLES E. HAWKINS, INSPECTOR.
 2. LIST OF INSTITUTIONS DESIGNATED TO INSTRUCT TRAINING CLASSES.
 3. AMOUNT OF MONEY APPORTIONED TO INSTITUTIONS FOR THE
INSTRUCTION OF COMMON SCHOOL TEACHERS.
 4. REGULATIONS AND COURSE OF STUDY FOR TRAINING CLASSES.
 5. STATISTICAL REPORT OF TRAINING CLASSES FOR ACADEMIC YEAR
1890-91.
-
-



TEACHERS' TRAINING CLASSES.

1. REPORT OF CHARLES E. HAWKINS, INSPECTOR.

HON. A. S. DRAPER, *Superintendent of Public Instruction:*

SIR.—I hereby submit a report of my work as inspector of teachers' training classes for the current year, with such comments as have been suggested from my inspection.

The training classes constitute a very important instrumentality for the proper qualification of teachers for our ungraded schools. The opinion is very general among educators conversant with the management and work of these classes, that there is no fund of the State, devoted to educational purposes, that is expended more economically, that reaches more persons and that accomplishes better results than the fund for the instruction of common school teachers. To meet the increasing demand for trained teachers, and to make the work more efficient, a much larger appropriation was needed. This necessity was supplied by your efforts, so that at the commencement of this school year better facilities were provided for conducting the work. The results of the reorganization, under chapter 170 of the Laws of 1890, are thus far of a very favorable character.

CHANGES.

To report upon the condition and prospects of these classes permit me to call attention to some of the changes made necessary by the new law, and to point out some of the results accomplished.

The division of the school year into two terms of at least sixteen weeks each, has had a tendency to impart a more substantial character to the course of study and to enforce the fact that proper time must be spent in a thorough preparation for teaching. The teacher is to be developed by systematic study, and not simply enabled to pass a given examination by a short review. The only difficulty encountered in lengthening the training class term is that in some parts of the State pupils preparing to teach can not afford the time and means to attend school more than a term of twelve weeks. The failures to organize a class after receiving the appointment have been among those institutions located in the rural districts. This suggests the question whether the sixteen weeks' term will not tend to centralize these classes in the larger institutions to the detriment of the rural districts.

An important change has been made in the course of study. Last year the reports from examinations held for second-grade certificates under the uniform system disclosed the fact that a large proportion of members of these classes were deficient in the common English branches. In order, therefore, to provide for the requirements of the uniform examination for second-grade certificates, and to satisfy the conditions of admissions to advanced classes in the normal schools in the State, this change was made. The course of study now provides that part of the time assigned to the class shall be spent in a thorough review of the subject-matter branches, and a part of the time to professional study. The review of these topics required for a second-grade certificate is conducted with special reference to teaching. The methods of teaching are taught in connection with the practical work of teaching by taking the class to other departments of the school to observe the work of experienced teachers, or by bringing pupils from other departments to receive a model lesson from the critic teacher. This plan of instruction is meeting with almost universal satisfaction.

ADMISSION.

The qualifications for admission have been advanced, requiring all candidates to pass the examination for at least a third-grade certificate, or hold a Regents' preliminary certificate and a pass-card in physiology. Notwithstanding this advance in the requirements, the number of applications for assignments to instruct classes has greatly increased. Still our inspection shows that while the number of classes has increased, the number of pupils receiving instruction in each class has been, as a general rule, decreased, but what is lost in quantity is more than made up in the quality. The average scholarship has been of a much higher grade.

ANSWER-PAPERS.

In the line of progress I would recommend for your consideration, and in doing so I but reflect the common sentiment of all observant principals, that the answer papers of members of the training-classes should be examined by some central authority. This would promote the following favorable results:

First. It would secure uniformity in standards of marking.

Second. It would prevent discrimination among institutions on account of the difference in the marking of answer papers among school commissioners.

Third. It would increase the efficiency of the uniform examination, for it would tend to check the indiscriminate marking of other candidates for a second-grade certificate.

INSPECTION.

The work of inspection has been conducted with reference to the following particulars:

First. The number registered, and the number satisfying the conditions of admission.

Second. The grade of scholarship, (a) the number holding third-grade and second-grade certificates, (b) the number holding Regents' preliminary and academic certificates.

Third. The grade and kind of instruction. The instructor was requested to present the regular lesson of the day, after which the thoroughness of the instruction was determined by a series of questions upon what had been studied by the class.

Fourth. Opportunities and improvement of the observation and practice work. A class of pupils from the primary or intermediate department was brought before the training class, and a member requested to give a model lesson. After the lesson a thorough discussion and criticism of the work followed, bringing out clearly the principles of teaching and the methods of imparting instruction.

Fifth. A short time was spent in remarks upon the importance of this work, the necessity of a thorough preparation for teaching, and the requirements of the Department.

STATISTICS.

The following summary, taken from the statistical table, exhibits the condition of these classes:

1. Number of classes appointed.....	130
2. Number of classes organized.....	103
3. Number of pupils registered	1,827
4. Number of classes visited by school commissioner	70
5. Number having passed the uniform examination:	
(a) Third-grade (for admission).....	681
(b) Second-grade (close of term)	762
6. Number holding Regents' certificates:	
(a) Regents' preliminary.....	1,071
(b) Regents' academic.....	208
7. Number having taught.....	587
8. Number allowed tuition.....	1,648
9. Amount of money expended.....	\$22,595

SCHOOL COMMISSIONERS.

It is gratifying to note that school commissioners generally have taken an active part in this work, especially since the reorganization under your supervision. Commissioners have informed us that many of their experienced teachers are unable to come up to the required standard in examinations for second-grade certificates. Many such teachers have taken the course of study arranged with reference to the requirements of this examination.

In many cases commissioners have been present during the inspection, and in a few cases have assisted the principal in the instruction of the class.

This increased interest is due, no doubt, to the fact of your requiring the commissioner to send to the Department a report concerning the character and quality of the instruction imparted and the opportunities afforded for observation and practice work. A class has been organized in every school commissioner district where there has been an application from an institution properly equipped to give assurance of doing substantial work.

In closing this report, I desire to voice the expression of appreciation of the principals for your consultations with them in carrying out your purpose of reform in this department of work. The interests are many sided. The school commissioners, the principals of our academies and union schools, and the normal schools, are, to a certain extent, involved. The management has required the careful and judicious thought you have given it.

I desire to express my thanks for your ready consideration of all the details connected with this work, and for the numerous personal favors shown to me.

Yours respectfully,

CHARLES E. HAWKINS.

ALBANY, *November 24, 1890.*

2. LIST OF INSTITUTIONS DESIGNATED TO INSTRUCT CLASSES OF COMMON SCHOOL TEACHERS DURING THE SCHOOL YEAR 1890-91.

FIRST TERM.

Adams Collegiate Institute.	Ives Seminary (Antwerp).
Addison Union School.	Jamestown High School.
Albany High School.	Kingston Free Academy.
Albion Union School.	Lansingburgh Academy.
Alfred University (Acad. Dept.)	LeRoy Academic Institute.
Amsterdam Academy.	Manlius Union School.
Attica Union School.	Massena Union School.
Baldwinsville Free Academy.	Mexico Academy.
Brookfield Union School.	Middleburgh Union School.
Camden Union School.	Moravia Union School.
Canandaigua Union School.	Morris Union School.
Canisteo Academy.	Niagara Falls Union School.
Canton Union School.	North Tonawanda Union School.
Cazenovia Seminary.	Norwich Union School.
Central Square Union School.	Ogdensburgh Free Academy.
Chamberlain Institute (Randolph).	Olean High School.
Champlain Union School.	Onondaga Free Academy.
Chatham Union School.	Owego Free Academy.
Cobleskill Union School.	Oxford Academy.
Cook Academy (Havana).	Palmyra Classical Union School.
Copenhagen Union School.	Parker Union School (Clarence).
Coxsackie Union School.	Pike Seminary.
Dansville Union School.	Port Jervis High School.
Delaware Academy.	Rome Free Academy.
Delaware Literary Institute (Franklin).	Sandy Hill Union School.
Deposit Union School.	Saratoga Springs High School.
Dundee Preparatory School.	Schenevus Union School.

East Aurora Union School.
 Ellenville Union School.
 Fairfield Seminary.
 Flushing High School.
 Fort Covington Free Academy.
 Franklin Academy (Malone).
 Fulton Union School.
 Genesee Wesleyan Seminary (Lima).
 Gouverneur Seminary.
 Griffith Institute (Springville).
 Horseheads Union School.
 Ithaca High School.

Sodus Academy.
 Syracuse High School.
 Vernon Union School.
 Warrensburgh Union School.
 Waterloo Union School.
 Watertown High School.
 Waverly High School.
 Webster Union School.
 Weedsport Union School.
 Westfield Union School.
 Westport Union School.
 Wilson Academy (Angelica).

SECOND TERM.

Adams Collegiate Institute.
 Addison Union School.
 Albany High School.
 Albion Union School.
 Alfred University (Acad. Dept.)
 Amsterdam Academy.
 Attica Union School.
 Brookfield Union School.
 Camden Union School.
 Canandaigua Union School.
 Canisteo Academy.
 Canton Union School.
 Cazenovia Seminary.
 Central Square Union School.
 Chamberlain Institute (Randolph).
 Champlain Union School.
 Chatham Union School.
 Cobleskill Union School.
 Cook Academy (Havana).
 Copenhagen Union School.
 Coxsackie Union School.
 Dansville Union School.
 Delaware Academy.
 Delaware Literary Institute (Franklin).
 Deposit Union School.
 Dundee Preparatory School.
 East Aurora Union School.
 Ellenville Union School.
 Fairfield Seminary.
 Flushing High School.
 Fort Covington Free Academy.
 Franklin Academy (Malone).
 Fulton Union School.
 Genesee Wesleyan Seminary (Lima).
 Gouverneur Seminary.
 Griffith Institute (Springville).
 Holland Patent Union School.
 Horseheads Union School.
 Ithaca High School.
 Ives Seminary (Antwerp).
 Jamestown High School.

Jordan Union School.
 Kingston Free Academy.
 Lansingburgh Academy.
 Le Roy Academic Institute.
 Manlius Union School.
 Massena Union School.
 Mexico Academy.
 Middleburgh Union School.
 Moravia Union School.
 Morris Union School.
 Niagara Falls Union School.
 North Tonawanda Union School.
 Norwich Union School.
 Ogdensburg Free Academy.
 Olean High School.
 Onondaga Free Academy.
 Owego Free Academy.
 Oxford Academy.
 Palmyra Classical Union School.
 Parker Union School (Clarence).
 Pike Seminary.
 Port Jervis High School.
 Rochester Free Academy.
 Rome Free Academy.
 Sandy Hill Union School.
 Saratoga Springs High School.
 Schenevus Union School.
 Sherman Union School.
 Sodus Academy.
 Syracuse High School.
 Ten Broeck Free Academy.
 Vernon Union School.
 Warrensburg Union School.
 Waterloo Union School.
 Watertown High School.
 Waverly High School.
 Webster Union School.
 Weedsport Union School.
 Westfield Union School.
 Westport Union School.
 Wilson Academy (Angelica).

**3. THE AMOUNT OF MONEY APPORTIONED TO THE ACADEMIES
AND UNION SCHOOLS OF THE STATE FOR THE INSTRUCC-
TION OF COMMON SCHOOL TEACHERS DURING THE SCHOOL
YEAR, 1890.**

Adams Collegiate Institute.....	\$180 00
Albany High School.....	384 00
Albion Union School	458 00
Alfred University.....	130 00
Attica Union School.....	119 00
Brasher and Stockholm Union School.....	114 00
Brookfield Union School.....	140 00
Canandaigua Union School	301 00
Canisteo Academy.....	482 00
Cazenovia Seminary	375 00
Cincinnatus Academy.....	123 00
Cobleskill Union School	130 00
Cook Academy.....	260 00
Dansville Union School.....	278 00
Delaware Literary Institute.....	455 00
Deposit Union School.....	403 00
Fairfield Seminary	430 00
Flushing High School.....	272 00
Forestville Free Academy	236 00
Franklin Academy, Malone.....	500 00
Fulton Union School.....	406 00
Glens Falls Academy.....	263 00
Greenville Academy.....	80 00
Griffith Institute, Springville	395 00
Hamburgh Union School.....	194 00
Haverling Union School, Bath	169 00
Ithaca High School.....	476 00
Ives Seminary, Antwerp... ..	316 00
Jordan Free Academy.....	182 00
Kingston Free Academy.....	377 00
Lansingburgh Academy.....	380 00
Macedon Academy	394 00
Manlius Union School	367 00
Mexico Academy	500 00
Mohawk Union School.....	376 00
North Tonawanda Union School.....	285 00
Norwich Free Academy.....	446 00
Ogdensburg Free Academy	500 00
Olean Union School	190 00
Onondaga Academy.....	120 00
Owego Free Academy.....	459 00
Oxford Academy	228 00
Parker Union School, Clarence	266 00
Phoenix Union School	276 00
Pike Seminary.....	367 00
Plattsburgh High School	126 00
Port Jervis High School	210 00
Rome Free Academy.....	190 00
Salamanca Union School	254 00
Sandy Hill Union School.....	117 00
Schenevus Union School.....	452 00
Schoharie Union School	130 00

Sherman Union School.....	\$110 00
Sherman Academy, Moriah.....	270 00
Sodus Academy....	500 00
Stamford Seminary.....	164 00
Starkey Seminary	323 00
Syracuse High School.....	442 00
Unadilla Academy.....	318 00
Waverly High School	415 00
Weedsport Union School.....	192 00
Wilson Academy, Angelica.....	500 00
Total.....	\$18,795 00

4. REGULATIONS AND COURSE OF STUDY FOR THE TRAINING CLASSES IN THE ACADEMIES AND UNION SCHOOLS OF THE STATE.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
ALBANY, N. Y., May 27, 1890.

The following instructions and regulations for the organization and government of teachers' training classes in the union schools and academies are hereby prescribed.

A. S. DRAPER,

State Superintendent.

Training Classes.

The following regulations governing teachers' training classes have been prescribed in accordance with chapter 170 of the Laws of 1890, providing for the professional instruction of common school teachers in academies and union schools of the State.

Attention is called to the changes made, to the regulations adopted, to the course of study arranged and to the provisions of the law relating to training classes.

I. APPOINTMENTS.

1. To receive due consideration, applications for appointments to instruct classes should be forwarded to the Department of Public Instruction by the first of May, for the ensuing year.

2. In making assignments to institutions, reference will be had to the following considerations:

(a.) The proper distribution of the classes among the school commissioner districts of the State.

(b.) The location of the class to accommodate the greatest number of suitable candidates.

(c.) Such equipment of the institution as will give assurance of doing substantial work, both in the theory and practice of teaching.

3. To meet the progressive demands of the teaching service, institutions having ample facilities may receive appointments to instruct two classes during the year. The two classes are separate and distinct, and assignments are made only for one term at a time. The appointments for the first term will be announced about the first of June, for the second term about the first of January.

4. The funds paid by the State for this instruction go into the treasury of the institution, and not to any individual. Trustees who pay a fixed salary to their principal are requested not to allow teachers to share in these funds as an extra compensation. Where this is done, it will be considered as sufficient ground for discontinuing the assignment.

5. A blank form of application will be furnished to institutions requesting the same.

II. QUALIFICATIONS FOR ADMISSION.

1. Candidates must have attained the age of sixteen years.
2. They must subscribe, in good faith, to the following declaration: "We, the subscribers, hereby declare that our object in asking admission to the training class is to prepare ourselves for teaching, and that it is our purpose to engage in teaching in the schools of the State of New York."
- The principal and school commissioner must be satisfied that the candidates have the moral character, talents and aptness necessary to success in teaching.
3. Before admission they must pass the examination for at least a *third-grade certificate* under the State uniform system; or hold a *Regents' preliminary certificate* and a *pass-card in physiology*.
4. No person can be admitted to the privileges of the class who does not comply with the conditions of admission.

III. ORGANIZATION.

1. The school year is divided into two terms of not less than sixteen nor more than eighteen weeks each.
2. The class must consist of not less than ten nor more than twenty-five members.
3. The compensation allowed institutions for the instruction will be at the rate of one dollar for each week's instruction of each member. But no institution will be allowed to draw from this appropriation more than \$350 for any one term's instruction.
4. To secure the most promising candidates, the following information should be fully announced some time prior to the organization of the class:
 - (a) The time when the class is to be organized.
 - (b) The conditions of admission.
 - (c) The character and advantages of a professional course of study.
 - (d) The importance of this work in securing teachers' certificates.
5. Principals should consult with school commissioners with a view to securing from the schools under their visitation, as members of the class, those persons who intend to teach.
6. Two periods, of forty-five minutes each, every school day must be occupied with instruction on the topics laid down in the course of study. Outside of the time given for this separate instruction, such members of the class as have time and ability may be allowed to pursue such other subjects in the school curriculum as will be most profitable, for which, however, no tuition may be charged.
7. Free tuition includes all subjects required for certificates under the uniform system, and also those of the State examination except the languages as allowed for substitution.
8. A blank form for notice of organization and for making the declaration, to be filled and forwarded to the Department within one week after the organization of the class, will be furnished to the institution.

IV. COURSE OF STUDY.

The following course of study is prescribed upon the advice of a committee of principals representing the union schools and academies of the State. This course was devised to meet the requirements of the uniform system for teachers' certificates, and to satisfy the conditions of admission to advanced classes in the normal schools of the State.

First Term.

FIRST RECITATION — ARITHMETIC.

(One recitation daily through the term.)

Review of the following topics with special reference to teaching:

1. Definitions of terms.
2. Notation and numeration.
Numbers in the decimal scale; numbers in varying scales; fractions; expressions of per cent.
3. The four fundamental processes.
Applied to numbers in the decimal scale; numbers in varying scales; fractions.

4. Reductions.
Decimals; fractions; numbers in varying scales.
5. Properties of numbers.
Classification; factors; divisors; multiples.
6. Ratio and proportion.
7. Involution and square root.
8. Practical measurements.
9. Applications of percentage — in which time is not an element.
10. Interest and discount.
Partial payments by United States rule; true discount; bank discount; commercial discount.

SECOND RECITATION. — GEOGRAPHY.

(One recitation daily for eight weeks.)

Review of the following topics with special reference to teaching:

1. Definition of terms.
2. Shape, size and motions of the earth; day and night; the seasons.
3. State of New York.
Boundaries and extent; mountains; rivers and lakes; counties; cities and important villages; agricultural and mineral productions; commerce; railroads and navigable waters; climate; industries or occupations; places noted for natural scenery; places of historic interest.
4. The United States.
Boundaries and extent; States and territories; mountain and river systems; agricultural and mineral productions; important cities; population; commerce and trans-continental lines of travel; industries or occupation.
5. Other countries of the world, especially Europe.
6. The great mountain systems and ranges of the world.
7. The principal rivers of the world.
8. Latitude and longitude; local and standard time.
9. Physical phenomena.
Climate; tides; ocean currents and trade winds.
10. Races of men.
Location; characteristics; occupations.

The remainder of the term is to be devoted to the study of methods of teaching. The relative time given to each of the following subjects is left to the discretion of the instructor.

METHODS IN PRIMARY NUMBER.

(See observation and practice work.)

METHODS IN GEOGRAPHY.

(See observation and practice work.)

Second Term.

FIRST RECITATION — LANGUAGE AND GRAMMAR.

(One recitation daily through the term.)

Review of the following topics with special reference to teaching:

1. Definitions of terms.
2. Parts of speech.
Classes; modifications; inflections; syntax.
3. Analysis of sentences.
Principal clauses; subordinate clauses; analysis of clauses; modifiers — words, phrases, clauses; classification of modifiers as to office.
4. Construction — involving a knowledge of the foregoing topics.
5. Composition.
Divisions: subject, heads, thoughts. About familiar subjects: objects, animals, metals, plants, incidents.
Letter writing, bills, orders, receipts, acknowledgments, introductions.

SECOND RECITATION — PHYSIOLOGY.

(*Four weeks.*)

Review with special reference to teaching. (See syllabus.)

SCHOOL MANAGEMENT AND SCHOOL LAW.

(*Four weeks. See syllabus.*)

The remainder of the term is to be devoted to methods of teaching. The relative time given to each of the following subjects is left to the discretion of the instructor:

METHODS OF TEACHING READING.

(See observation and practice work.)

METHODS OF TEACHING LANGUAGE.

(See observation and practice work.)

1. *Form-study and drawing*, one recitation every week through each term. The particular day of the week is left to the convenience of the instructor. Where desirable this topic may be presented each day consecutively until completed.

2. *The examination* of the training classes under the uniform system will be held the third Saturday of January and the second Saturday of June.

3. *The laws of mental development and principles of teaching* are to be considered especially in the study of methods of teaching; but as these laws and principles are fundamental to the professional study of the teacher, they can be illustrated and developed in connection with any of the above subjects of study.

4. When the principal is not satisfied with the proficiency of any member in *American history and civil government*, these subjects are to be studied in connection with the regular class work of the school. Under no consideration are these subjects to take any of the regular time given to the training class.

5. The committee appointed by the conference of secondary principals, to prepare a course of study, recommend that a portion of the time assigned to subject-matter work may be devoted to the study of methods of teaching, or given to observation and practice-work, as may seem to be demanded by the best interest of the class.

In accordance with this recommendation, instructors are permitted to spend more time in the study of those topics of a purely professional character, providing the class is unusually proficient in the subject-matter branches. In such cases it is required that the Department be notified of the change in the course of study.

6. Persons graduating from teachers' training classes, hereafter organized, and bringing a second-grade certificate granted under the uniform system, together with a certificate of proficiency from the principal of the school where the work was performed, will be credited with the following subject-matter complete for the normal courses: Arithmetic, grammar, descriptive and political geography, American history and civil government.

V. OBSERVATION AND PRACTICE WORK.

1. The course of study devotes ten weeks each term to the special study of methods of teaching; during the first term, ten weeks to number and geography; during the second term, ten weeks to reading and language. Part of the time given to these topics must be spent in observation and practice work under the direction of the instructor of the class acting as critic. One consideration specially noted in granting applications is the opportunities afforded for observation and practice work, and it is insisted that these opportunities be improved.

2. *Observation.* In addition to receiving methods of teaching on the authority of the instructor, it is very important that the members should be trained to critically observe and intelligently interpret the principles of teaching by being brought in contact with the pupils in the actual work of imparting instruction. To afford this training, it is expected that the critic teacher, at least twice a week, will give an opportunity to witness practical work, either by taking the class to other departments of the school to observe the work of experienced teachers, or by bringing pupils from other departments to receive a model lesson from the critic teacher.

3. For *practice* work it is recommended that each member be given actual work in teaching, both by taking charge of a class in other departments of the school as often as is consistent with the work of the school, and by having pupils brought before the training class to receive a lesson from a member designated for that purpose.

4. At a subsequent recitation let this observation and practice work be reviewed by the critic teacher, the underlying principles clearly brought out and the proper methods forcibly presented. In the presentation of the methods the outlines as given in the syllabus may prove suggestive to the critic teacher. The time devoted to the observation work and the criticisms on the work will be accounted part of the regular daily periods of class instruction.

5. Very much depends upon the instructor of these classes whether the instruction and practice drill are of proper grade and character. The number of graduates sent out each year from our normal schools is ample to furnish competent and thoroughly trained teachers to take charge of the classes. Duty to the common schools demands thoroughly trained teachers for this work.

6. If the inspector in his visitations shall find any person in charge of the instruction, who is not qualified by professional study or experience to properly present the work, he is authorized to report the fact to the Superintendent who will annul the appointment to instruct such a class.

VI. EXAMINATION.

1. The examination for a second-grade certificate under the uniform system will constitute the final examination of the class.

2. Institutions will be allowed tuition for all members of the class who have satisfied the conditions of admission and who have attended, faithfully and studiously, to the work of the term for the length of time required by law in accordance with section 3 of Organization, page 3.

3. It is required that every member shall appear in the report of the uniform examination at the close of the term. The Department reserves the right of refusing payment for the instruction of members not entering the examination or not reaching a fair standing in the subjects embraced in the course of study.

4. Members will be exempted from examination in those subjects in which they have attained standings of seventy-five per cent at previous examinations held within six months, as provided by rule fourteen of the regulations governing uniform examinations.

5. Inasmuch as the examination at the close of each term has been appointed with special reference to the convenience of these classes, it is required that the members shall enter no other uniform examination during the term of study.

6. To recognize the professional work of the training classes, the following testimonial will be indorsed upon the back of their second-grade certificates: "The holder of this certificate has been a member of the training class, and has received special instruction in the theory and practice of teaching as prescribed in the course of study arranged by the Department of Public Instruction."

7. The following extract from the regulations governing uniform examinations gives the requirements for certificates of the second and third grade:

"Candidates for certificates of the third grade shall be required to pass an oral examination in reading, and a written examination in arithmetic, composition, geography, grammar, orthography, penmanship, and physiology and hygiene."

"Candidates for certificates of the second grade shall be required to pass an oral examination in reading and a written examination in the subjects required for certificates of the third grade, also in American history, civil government, current topics and drawing from copies and from objects."

8. Rule 23 of the regulations governing uniform examinations, fixes the time of holding such examinations, as follows:

"Examinations for certificates of the second and third grades shall, unless omitted in the discretion of the school commissioner, be held in each commissioner district on the third Saturday of January, the second Saturday each of February and June, the first Saturday each of April, September, October and November, the first Tuesday of March and the third Tuesday of August. Examinations for certificates of the first

grade shall begin on the first Tuesday of March, and the third Tuesday of August, and continue two days. No examinations shall be held upon any other date than those above enumerated, except by direction of the State Superintendent of Public Instruction."

9. A blank form for making a report of the organization and final examination of the class will be furnished by the Department. It is expected that this report will be forwarded within two weeks after the date of the final examination, as the apportionment of public money for the instruction will be assigned to the different institutions at that time.

VII. SCHOOL COMMISSIONER.

1. The duties of the school commissioner to the training class are defined by section 7, chapter 170 of the Laws of 1890. See page 12.

2. School commissioners are instructed to accept one term's work in a training class under the supervision and criticism of a competent instructor, as an equivalent for the sixteen weeks' successful experience in teaching required in rule 7 of the regulations governing uniform examinations. Any member without experience as a teacher, failing to secure a second-grade certificate at the training-class examination, can not become a candidate for a second-grade certificate at any subsequent examination until the successful experience has been acquired.

3. After visiting the class the school commissioner is directed to immediately forward to this Department a report concerning the number in the class satisfying the conditions of admission, the character and quality of the instruction imparted, and the improvement of the opportunities afforded for observation and practice work. At the close of the term, the results of the final examination must also be reported. Blank forms will be provided for these reports.

4. It is to be expected that the training class, as a class, will attend the teachers' institute held in the district where the class is organized. Let each member of the class keep a full record of the subjects discussed and methods presented by the instructors, and subject the same to the examination of the teacher of the class.

VIII. CHAPTER 170 OF THE LAWS OF 1890.

AN ACT in regard to the professional instruction of common school teachers in academies and union schools.

APPROVED by the Governor April 23, 1890. Passed, three-fifths being present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. There shall be annually appropriated out of the income of the United States deposit fund not otherwise appropriated, the sum of thirty thousand dollars and out of the free school fund the sum of thirty thousand dollars for the instruction of competent persons in academies and union schools, in the science and practice of common school teaching, under a course to be prescribed by the Superintendent of Public Instruction.

§ 2. The Superintendent of Public Instruction shall designate the academies and union schools in which such instruction shall be given, distributing them among the school commissioner districts of the State, as nearly as may well be, having reference to the number of school districts in each, to location and to the character of the institutions selected.

§ 3. Every academy and union school so designated shall instruct a class of not less than ten nor more than twenty-five scholars, and every scholar admitted to such class shall continue under instruction not less than sixteen weeks. The Superintendent shall prescribe the conditions of admission to the classes, the course of instruction and the rules and regulations under which said instruction shall be given, and shall, in his discretion, determine the number of classes which may be formed in any one year, in any academy or union school, and the length of time exceeding sixteen weeks during which such instruction may be given.

§ 4. Instruction shall be free to all scholars admitted to such classes, and who have continued in them the length of time required by the third section of this act.

§ 5. The trustees of all academies and union schools in which such instruction shall be given, shall be paid from the appropriations mentioned in the first section of this act at the rate of one dollar for each week's instruction of each scholar, on the certificate of the superintendent to be furnished to the Comptroller.

§ 6. The appropriation provided by this act, for the instruction in academies and union schools in the science and practice of common school teaching, shall be deemed to include, and shall include, the due inspection and supervision of such instruction by the Superintendent of Public Instruction, and the expenses of such inspection and supervision for the present and each succeeding fiscal year, shall be paid out of said appropriation on vouchers certified by the Superintendent.

§ 7. Each class organized in any academy or union school under appointment by the superintendent for instruction in the science and practice of common school teaching, shall be subject to the visitation of the school commissioner of the district in which such academy or union school is situated; and it shall be the duty of said commissioner to advise and assist the principals of said academies or union schools in the organization and management of said classes, and at the close of the term of instruction of said classes, under the direction of the Superintendent, to examine the students in such classes, and to issue teachers' certificates to such as show moral character, fitness and scholastic and professional qualifications, worthy thereof.

§ 8. All acts or parts of acts inconsistent with the provisions of this act, are hereby repealed.

§ 9. This act shall take effect immediately.

The foregoing regulations governing teachers' training classes must be adhered to strictly. Principals by so doing will save the Department unnecessary correspondence and themselves much trouble.

IX. SYLLABUS.

The following outlines are presented to aid in the study of the methods of teaching, as prescribed during the last ten weeks of each term. Inasmuch as the training classes are not all of the same grade of scholarship, these outlines are not given with the expectation that they are to be followed strictly to the letter, but rather as suggestions to teachers who have no better plan of work.

Form-study and Drawing.

The syllabus for work in form-study and drawing will be the course prepared by the late Dr. French and issued by the Department of Public Instruction.

The Mental Powers and the Laws of Mental Development.

I. The mind:

- (1) The teacher must have practical knowledge of the mind.
- (2) The laws of its growth.
- (3) Means of its culture.
- (4) The right methods of using the means of culture.
- (5) What the mind is, and does.

II. Attention:

- (1) How to secure.
- (2) How to retain.
- (3) Conditions of.

III. How knowledge is gained.

Perception:

- (1) Ideas of pressure and resistance. The sense of muscular resistance.
- (2) Ideas in regard to the surface of objects. Touch and its organs.
- (3) Ideas of flavor. Taste.
- (4) Ideas of odor. Smell.
- (5) Ideas of sound. Hearing.
- (6) Ideas of light and color. Sight.
- (7) Secondary (or acquired) perceptions.
- (8) Law:—Ideas belonging to one sense cannot be conveyed through another sense. Application of this law in teaching.

(9) Sense training.

(a) Neglect of.

(b) Importance of.

(c) Best means of.

IV. Memory.

{ Two-fold character:— Reproduction and recognition, spontaneous and voluntary.

{ Kinds. { Arbitrary — Rote learning.
Suggestive — Learning by heart.
Associative.

{ Growth of memory — "Plastic Period."

{ How best cultivated.

{ Educational value.

{ On what depends.

{ Kinds. { Reproductive.
Constructive.

V. Imagination.

{ Necessity of training.

{ Its utility in education and in life.

{ Means of cultivation.

{ Relation to general school work.

{ Relation to preceding powers.

{ Results to be aimed at by teacher.

VI. Reason.

{ Kinds. { Inductive. Deductive.
Analytical. Synthetical.
Demonstrative. Dogmatic.

{ Means of cultivation.

VII. Principles of mental culture.

{ Senses trained by object-teaching.

{ Ideas before words; thoughts before sentences; knowledge before definitions; facts before inferences; processes before rules.

{ Power to do comes by doing. Power to think comes by thinking.

{ Right habits result from acts frequently and rightly performed.

Methods in Number.

I. Preliminary selections:

- (1) Distinguish between number-teaching and the formal teaching of arithmetic.
- (2) Arithmetic is a science and an art.
- (3) A brief presentation of the mental faculties that are brought into action and developed by its study and practice and a brief study of each faculty.
- (4) The mental principles upon which recognized or accepted pedagogical rules are based, and their application in teaching arithmetic.

II. Primary work:

- (1) Method — concrete.
- (2) Furniture.
 - (a) Frames.
 - (b) Pictures.
 - (c) Counters — beans, corn, pebbles, etc.
- (3) Write numbers.
 - (a) Distinguish between the object and the number. Object word — figure.
- (4) The idea of number.
 - (a) Its expression.
 - (b) The relation of numbers.
 - (c) Kinds of numbers.
- (5) Develop the idea of the order and relation of the figures in the numbers. (Ideas of the meaning of each step dwelt on until comprehended. Explanations and practice in the use of numbers.)
- (6) Grube's method.
 - (a) Limitations of first year's work; outline of second; development of each number; combining and separating.
 - (b) Develop idea of the terms, and define.
 - (c) Develop idea of operations, and give rule.

- (d) Develop idea of proofs, and state methods.
- (e) Make tables.
- (f) Give examples.
- (7) Teaching of the fundamental rules.
 - (a) Methods of teaching reading and writing numbers.
 - (b) Systems of practice in addition to gain rapidity and exactness.

III. Factoring:

- (1) Development of: divisors, multiples, terms, principles.
- (2) Operations and applications illustrated by examples and problems.

IV. Fractions. Development of:

- (1) The idea of a fraction.
- (2) The terms, forms, values, classes, uses, changes in forms.
- (3) Operations, principles, reduction.

V. Decimal fractions;

- (1) Treated the same as common fractions.
- (2) The distinctions between decimal and common fractions and simple whole numbers made clear.

VI. Denominate numbers:

- (1) Development of tables, scales, their meaning, use, and how derived.
- (2) Kinds of units as to form, name and application.
- (3) Reductions, principles and operations developed from work.

VII. Percentage:

- (1) Derivation, meaning and application of the term.
- (2) Development of terms, definitions and principles.
- (3) Elements of: base, rate, percentage, difference and amount.
- (4) Development of formulas and rules.
- (5) Oral and written solutions of examples and problems.

Methods in Geography.

I. Local primary:

- (1) The hands and pointing.
- (2) Direction and facing.
- (3) Location and direction.
- (4) Points of the compass.
- (5) Lines and their names.
- (6) Lines for the points of the compass.
- (7) Draw ground plan of a school-room.
- (8) Plan of lot and house.
- (9) How to begin map study.

II. Advanced primary:

- (1) Study of district, with roads, bridges, buildings, railroads and water-courses.
- (2) Study of township, with villages, hamlets, streams and bodies of water.
- (3) Study of township, with the surrounding towns.
- (4) Draw outline map of county, with township lines.
- (5) How to go from county to the earth as a whole.

III. General study of countries:

- (1) Position.
- (2) Boundaries — outline map.
- (3) Relief.
- (4) Drainage.
- (5) Soil.
- (6) Climate.
- (7) Vegetation — Flora.
- (8) Animals — Fauna.
- (9) Occupations of the inhabitants.
- (10) Talks on definitions — when to learn them and how to use them.
- (11) Suggestions in regard to arousing interest in the study.

IV. Work on State of New York:

- (1) Outline map on blackboard.
- (2) Boundaries. $\left\{ \begin{array}{l} \text{Land.} \\ \text{Water.} \end{array} \right.$
- (3) Mountains—class to learn location of three or four ranges; describe in class; locate on the blackboard map.
- (4) Valleys—class to give location, describe.
- (5) Lakes—class to give location, describe.
- (6) Rivers, five largest—class to learn source, direction of flow and into what each empties; important cities on each.
- (7) Islands—class to give location, describe.
- (8) Cities—class to learn location, and important and interesting facts about buildings; processes of manufacturing articles. The work to be reproduced in composition form for next recitation.
- (9) Railroads and canals—require termini, direction; principal cities along the line; principal industries of each.
- (10) Conversational lessons—on occupation, productions, education, government and public buildings.
- (11) Dictation on map.

Physiology and Hygiene.

I. Utility of the study:

(1) Practical.

- (a) Knowledge of hygiene will affect personal habits and practices to some extent.
- (b) An intelligent conception of the body as a piece of delicate mechanism tends to prevent its owner from trifling with it—one does not tinker with a fine watch, or entrust it to a blacksmith to be mended. Quacks and nostrums do not find favor with one that understands the body.
- (c) Though a knowledge of hygienic laws does not always ensure their practice, yet that knowledge on the part of future parents and teachers, *if well grounded in the apprehension of the perfection and complexity of the human machine*, must tend to better hygienic management of children at home and at school.

(2) Educational.

- (a) Affords opportunity for the study of *things*, as opposed to the study of words and abstractions—things in which pupils may be easily interested, and of which their parents will be glad to have them learn—thus training their powers of observation and comparison.
- (b) Serves as a center about which the teacher may group the beginnings, and the most important elementary facts of biology, chemistry and physics.
- (c) Gives abundant exercise in tracing out adaptations of means to ends.
- (d) Develops the idea of analogy as distinguished from similarity.
- (e) As the nomenclature of anatomy and physiology is tolerably precise, recitations in these subjects give opportunity in older classes for the cultivation of accurate diction. In younger classes the propensity of bright children to delight in their ability to use new words, especially “hard names,” finds natural and healthy indulgence if the teacher makes sure that they first have the ideas, and then discreetly encourages them to acquire the names, avoiding any forcing.

II. Suggestions to teachers:

- (1) Teach objectively and by observation as much as possible.
- (2) Exhibit, when possible, the part or object described, taken from the lower animals.
- (3) For objective teaching of physiology great assistance is rendered by the possession of a manikin, models, charts, microscope and prepared specimens.
- (4) Encourage the pupils to invent simple experiments and to observe analogies from nature to illustrate the lesson.

- (5) Aim to present the laws of life in a practical way, so that they will become a guide to living.
- (6) Teach physiology by a daily practice of hygienic laws. To allow pupils to sit in draughts, to pay no attention to ventilation and arrangement of light, to be careless in regard to diet, dress and hours of sleep, teaches to little purpose.
- (7) Show clearly, without over-statement, the pernicious effect of alcohol and narcotics upon life and health, organ and function.

III. Method of work. Primary:

- (1) The study of physiology should be confined to parts that can be seen or felt. Names should be taught, and children should be exercised in "touching." They should be led to discover the functions and adaptations of these parts, and to compare them with corresponding parts of lower animals.
- (2) All pictures or descriptions that would excite unpleasant thoughts or morbid fancies are out of place with young children.
- (3) Terms to be taught:

Head,	fore-arm,	root,	Neck:
trunk,	radius,	gum,	throat,
limbs,	ulna,	enamel,	wind-pipe,
right,	wrist,	incisors,	larynx.
left.	palm,	eye-teeth,	Breast:
Legs:	knuckles,	molars,	breast-bone,
ankle,	thumb,	tongue,	ribs.
knee,	fore-finger,	saliva.	arm-pits.
hip,	middle-finger,	Eye:	Back:
thigh,	ring-finger,	pupil,	chest,
knee-pan,	little-finger,	iris,	abdomen,
calf,	finger-tip.	eye-ball,	loins,
shin.	Skull:	socket,	spine.
Foot:	crown,	(orbit),	Skin;
toe,	hair,	eye-lids,	cuticle,
nail,	face,	eye-lashes,	true-skin,
ball,	cheek-bone,	eye-brows,	pores.
sole,	forehead,	tears.	Sweat:
instep,	temples,	Nose:	blood,
heel,	cheek,	nostrils,	arteries,
Shoulder:	chin,	bridge,	veins.
shoulder-blade,	mouth,	septum.	Muscles:
collar-bone,	lips,	Ear:	sinews,
arm,	teeth,	lobe,	(tendons),
elbow.	crown,	canal.	joints.

In review teach names of corresponding parts of lower animals; *e. g.*, stifle, hock, pastern, hoof, etc.

- (4) Lessons on the care of the eyes, ears, teeth, skin, hair, hands and feet should be given in connection with the study of those organs, and there should be talks about habits of eating, drinking, breathing, bathing, sitting and sleeping.
- (5) Unfortunately, object-lessons on the effects of alcohol are too sadly frequent in the vicinity of most of our schools. The attention of the children may be called to the melancholy and too plainly visible effects of intemperance upon the body, and they may be led to pity the sinner and detest the sin, But the utmost care must be used not to hurt the feelings of children that suffer from the drink-habit in others.

IV. Method of work. Intermediate.

In graded schools the same general method of oral work may be continued through the intermediate years. The organs and processes of digestion, circulation, respiration and excretion should be taught. Pupils should become familiar with the location and appearance of the organs by the use

of pictures and charts or blackboard drawings, by touching those parts of their bodies beneath which these organs are situated, and particularly by examining the organs themselves as found in other animals. Functions should be explained in a general way, and the hygiene of the organs carefully taught. The effect of stimulants and narcotics should be emphasized, with care to avoid extravagant statements which the observation and experience of the children would contradict.

V. How to use a text-book:

- (1) Introduce each main topic and, as far as possible, each subdivision by the exhibition and examination of a real thing—bone, muscle, nerve, brain, skin, heart, artery, lung, stomach, liver, kidney, etc.
- (2) Recitation should be both topical, and by question and answer; one method for advance, another for review.
- (3) Make much use of the pictures and diagrams. Have them recited by blackboard memory sketches.
- (4) Illustrate such terms as oxygen, hydrogen, carbon, nitrogen, pressure of the air, carbonic acid, osmose, etc., by simple chemical and physical experiments before these terms occur in the book.

VI. How to use specimens:

When fresh joints, etc., are used for illustration, take the utmost pains to secure neatness. Use dinner plates, plenty of tissue paper or white cloth, pins and needles. Cover every part except what is to be shown. Keep all covered till the proper time comes. Have water and clean towels handy. The exhibition of the muscles and nerves, and even of the organs of respiration, circulation and digestion of a small, cleanly animal, (*e. g.*, a red squirrel), if well managed, arouses intense interest, and is very instructive.

VII. How to make models and illustrative apparatus.

VIII. Reference books:

Colton's Practical Zoölogy (gives very full directions for the study of organs of animals); Blaisdell's Our Bodies and How We Live (contains numerous simple and practicable experiments); Martin's Human Body—Briefer Course (makes prominent the doctrines of energy, and gives good directions for demonstrations); Buckalew and Lewis' Practical Work in the School-room (primary lessons); Woodhull's Manual of Home-made Apparatus; Woodhull's Simple Experiments for the School-room; Lind's Easy Experiments in Chemistry and Natural Philosophy.

School Management.

I. Organization of school:

- (1) Temporary.
 - (a) Necessity of knowing what to do the first day.
 - (b) Order of the work.
 - (c) How to keep all busy.
 - (d) Manner of forming classes.
 - (e) How to change from your temporary to a permanent organization.
- (2) Permanent.
 - (a) suggestions about forming program.
 - (b) Number of classes.
 - (c) Order of classes.
 - (d) Time given for study—for recitation.
 - (e) Model program for the work of an ungraded school, made out by members of the class.

II. Sessions:

- (1) Length.
- (2) How divided.
- (3) Recess.
- (3) How long to keep young pupils in school.

III. Study:

- (1) Objects of study.
- (2) Conditions requisite.
 - (a) In pupils themselves.
 - (b) In their surroundings.
- (3) Power of concentration.
- (4) Incentives.
 - (a) Proper.
 - (b) Doubtful.

IV. Recitations :

- (1) Objects.
- (2) Methods of conducting.
 - (a) Advantages of each.
 - (b) Kind of work for which each is adapted.
 - (c) Use a variety of methods.
- (3) Teacher's preparation.
 - (a) What it should include.
 - (b) Need of preparation.
 - (c) When teacher should use a book in the class.

V. Questioning:

- (1) Character of questions.
 - (a) Capacity of pupil.
 - (b) A mental force.
 - (c) Logical order.
 - (d) The first question most important.
 - (e) Teacher should study the answer before asking.
- (2) Object of questions: To direct, to incite, to lead, to arouse, to test.
- (3) Principles of questioning.
- (4) Manner of giving out questions.
- (5) Order of questions.
- (6) Position of pupil in answering.
- (7) Questions to be avoided.
- (8) Answers to questions: To the point, clear, direct, concise, definite, complete.

VI. Examinations:

- (1) Object.
- (2) Frequency.
- (3) Methods.

VII. School ethics:

- (1) Duty of teacher.
- (2) Duty of pupils.
- (3) Duties of school officers.
- (4) Duties of superintendent.

VIII. School government:

- (1) Object.
- (2) School control.
- (3) Elements of governing power.
- (4) Cause of disorder.
- (5) Means of avoiding disorder.
- (6) Rules and regulations.
- (7) School punishment.
- (8) How to detect offenders.
- (9) Self-reporting system.

Spelling.

I. Combining spelling with reading.

II. Oral:

- (1) Definition.
- (2) Advantages.

- (3) Disadvantages.
- (4) Method of presentation.

III. Written:

- (1) Definition.
- (2) Advantages.
- (3) Disadvantages.
- (4) Method of presentation.

IV. Syllabication.

V. Word analysis:

- (1) Classes of letters.
 - (a) Vowels.
 - (b) Consonants.
- (2) Classes of words.
 - (a) Primitive.
 - (b) Derivative.
 - (c) Simple.
 - (d) Compound.

VI. Practice phonic analysis and sounds of the letters for clearness of articulation.

VII. Use of diacritical marks.

School Law.

I. Kinds of license:

- (1) Normal school diploma.
- (2) State certificate.
- (3) College graduate's certificate.
- (4) Limited license.
- (5) Certificate of board of education.
- (6) Certificate of school commissioner issued under the uniform examination system.

II. License annulled:

- (1) Evidence against moral character.
- (2) Deficiency in learning or ability.
- (3) Appeals to State Superintendent.

III. The teacher's contract:

- (1) Prerequisites.
- (2) Relation to trustee.
- (3) With whom made.
- (4) The duration.
- (5) The duties.
 - (1) To keep a successful school.
 - (2) To keep school open every school day.
 - (3) To instruct all pupils.
 - (4) To keep the school register.
- (6) Breaking of contract.

IV. The teacher's authority:

- (1) Absence and tardiness.
- (2) Control of the child's studies.
- (3) The Bible and religious exercises.
- (4) Suspension and expulsion.
- (5) The parent.
- (6) Corporal punishment.

V. School officers:

- (1) Duties.
- (2) Term of office.
- (3) Salary.
- (4) How elected.
- (5) How removed.

VI. School meetings:

- (1) When held.
- (2) How called.
- (3) Qualifications of voters.

Reading.

I. Thought:

- (1) Definition.
- (2) Ways of getting it.
- (3) Ways of expressing it.

II. (1) Definition of reading.

- (2) Preparation made for reading before school life begins.
- (3) Use of the principle of association in teaching reading.
- (4) Comparison of methods.

III. The alphabet method:

Objections.

- (1) Term is given before idea.
- (2) Works from the unknown to the known.
- (3) Does not begin objectively.
- (4) Makes slow, stumbling readers.
- (5) Does not secure good expression.
- (6) A very slow method.

IV. The phonic method:

Can not have a perfect phonic method.

- (1) The same letters represent different sounds
- (2) Different letters the same sound.
- (3) Some letters have no sound.

V. The word method:

(1) Advantages.

- (a.) Teaches ideas before terms,
- (b.) Commences objectively.
- (c.) Begins at the child's standpoint.
- (d.) Makes sight readers.
- (e) Children read with intelligence and expression.

VI. The sentence method:

(1) Advantages.

- (a) Does not violate any principle of teaching.
- (b) Begins at the child's standpoint.
- (c) Can be made interesting.

(2) Objections.

- (a) Can not be followed strictly.
- (b) Gives no key by which pupils can help themselves.

VII. Suggestions in the different methods:

- (1) In the alphabet method, perception and memory are chiefly cultivated in detecting resemblance and difference.
- (2) In the phonic method, care should be taken in producing the exact sound.
- (3) In the word method the order of development is:
 - (a.) The idea suggested by the object.
 - (b.) The spoken word expressing that idea.
 - (c.) The written word expressing the idea.
 - (d.) The thought expressed by a collection of words.

VIII. Steps in the work of each lesson:

- (1) A conversational lesson about some familiar object.
- (2) Show the object or a picture of it, or make a drawing of the object.
- (3) Have the pupils give the name of the object. The spoken name.
- (4) Write the name on the board.
- (5) Drill on the word, having pupils pronounce it.

- (6) Require pupils to write the words on their slates.
- (7) Combine words into sentences.

IX. How to conduct first work:

- (1) Vocabulary to be used.
- (2) Practices to be observed.
- (3) Practices to be avoided.
- (4) How combine spelling and reading.
- (5) When use books.
- (6) How use them.

X. Means of maintaining interest:

- (1) Sight reading.
- (2) Supplementary reading.

XI. Errors to be avoided:

- [1] Too great rapidity in advancing pupils.
- [2] Mispronunciation of words.
- [3] Mechanical reading.
- [4] Too much criticism.
- [5] Too much drill on non-essentials.
- [6] Neglect to pursue the natural order of mental growth.
- [7] Attempt at elocutionary effect.

XII. Points that may need special attention:

- [1] Attend to pupils' positions.
- [2] Attend to pupils' breathing.
- [3] Attend to the thought.
- [4] Attend to the expression of the thought.

Methods in Language.

I. Suggestions to teachers:

- [1] Strive to make the child do. He learns to use by using.
- [2] Be careful about the use of language before children.
- [3] Make every lesson a language lesson.
- [4] Train the faculties in the natural order.
- [5] Aim to awaken thought, to cultivate the use of correct language, to arouse criticism.
- [6] Study the art of questioning. It is the teacher's passport to success.
- [7] Use the following methods: Objective, inductive, analytic, synthetic, oral and written.
- [8] Have every thought expressed in a correct sentence.

II. Oral lessons:

- [1] Objects;—Quality, parts, material, use.
- [2] Conversations and descriptions of actions, of animals, of plants.
- [3] Complete sentences in answer to all questions.
- [4] Supplying omitted words in elliptical sentences.
- [5] Formation of new sentences from known words.
- [6] Describing what is seen in pictures.
- [7] Reproduction of facts from reading and object lessons, of short stories.
- [8] Memory lessons, short quotations.

III. Written exercises:

- [1] Copying sentences from reading lessons; supplying omitted words in elliptical sentences; construction of new sentences from known words; short sentences reviewing facts learned in language and object lessons.
- [2] Dictation: sentences from reading lessons.
- [3] Results to be reached: spelling, penmanship, capitalization, punctuation.
- [4] Original work: short sentences, descriptive of pictures, objects, animals, plants, etc.
- [5] Reproduction from facts in lessons in reading and geography.

IV. Different kinds of sentences:

- (1) Development of idea.
- (2) Construction.
- (3) Definition.
- (4) Drill.

V. Development of parts of speech:

- (1) Name words (or nouns).
- (2) Action words (verbs).
- (3) Quality words (adjectives).
- (4) How, when, where words (adverbs).
- (5) Personal pronouns, prepositions, conjunctions, interjections.

The committee appointed by the conference of secondary principals recommend as especially adapted for the use of instructors and pupils, the following books:

On psychology, *Sully and Hill*; on pedagogy, *White and Johonnot*; on history of education, *Painter and Hailman*; on school management, *Wickersham and Baldwin*; on memory, *Kay*.

**VALUABLE BOOKS FOR INSTRUCTORS AND MEMBERS OF
TRAINING CLASSES.**

TITLE.	Author.	Price.
ON METHOD WORK.		
Normal Drawing Class	Prang.....	.....
The Prang Course of Instruction in Drawing.....	Prang.....	.....
Industrial Drawing	White .....	.....
Methods of Teaching	Swett	\$1 25
School-room Guide	DeGraff.....	1 50
Talks on Teaching.....	Parker.....	1 00
Methods of Teaching	Raub.....	1 50
Normal Methods of Teaching.....	Brooks	1 50
Object Lessons in Teaching.....	Calkins	1 50
Methods and Principles of Teaching.....	Winship	1 25
Principles and Practice of Teaching	Johonnot	1 25
Manual of Elementary Instruction.....	Sheldon	1 50
How to Teach	Kiddle	1 00
Development Lessons	DeGraff.....	1 00
Methods of Instruction	Wickersham	1 50
Object Teaching and Methods	Barnard	1 25
Quincy Methods.....	Partridge	1 50
Mind Studies for Young Teachers.....	Jerome Allen	25
Art of Teaching	Ogden	1 00
The Sentence Method.....	Farnham	50
Word Method in Number.....	Sanford.....	50
Primary Reading — How to Teach It.....	Boston Method	20
Addition Manual	Ginn	15
Topical Study of Geography	Miss Ida L. Griffin	50
Graded Exercises in English.....	Eaton	15
Outline Work in Language.....	Potsdam Normal School	20
Geography Outlines	Potsdam Normal School	20
Reading — Suggestions to Teachers.....	H. R. Sanford .....	.....
Methods in Teaching Geography.....	Crocker.....	50
Grube Method.....	Soldan	20
Lesson's on Color	Crocker.....	10
Outlines of Map Drawing.....	Bangs	30
Topical Analysis	Wedgwood	50
A Practical Analysis of Words	Kennedy	35
Graded Language Lessons.....	Richardson	25
How to Teach Penmanship	Burritt	25
Outline Studies in Physiology	Hayward .....	.....
ON SCHOOL ECONOMY.		
General School Laws	Dept. Public Instruction.....	.....
Theory and Practice of Teaching.....	Page	1 25
The Art of School Management.....	Baldwin	1 50
School Management	Raub.....	1 25
School Management	Holbrook	1 25
School Economy.....	Wickersham	1 50
School Management	Landon.....	85
Common School Law	Bardeen	50
Hand Book for Young Teachers	Bardeen	75
Art of Securing Attention	Hughes	50
School Discipline.....	Kennedy	15
School Management	Jewell	1 00
What Every Teacher Ought to Know.....	Chapin.....	15
Theory and Practice of Teaching.....	Doty	25

GENERAL EDUCATIONAL WORKS—FOR THE SCHOOL LIBRARIES WHERE TRAINING CLASSES ARE ORGANIZED.

TITLE.	Author.	Price.
Philosophy of Education	Tate	\$1 25
Lectures on the Science and Art of Education	Payne	1 25
History of Education	Painter	1 50
History of Pedagogy	Compayré	1 75
Outlines of Psychology	Sully	1 00
Lectures on Teaching	Fitch	1 25
Habit in Education	Hall	1 25
Educational Reformers	Quick	1 00
The Education of Man	Froebel	1 00
Common School Education	Currie	1 50
Education — Intellectual, Moral and Physical	Spencer	1 50
The Science of Education	Ogden	1 25
Life and Works of Pestalozzi	Krüsi	1 00
Outlines of Psychology	Chautauqua Assembly...	1 00
Elements of Mental Science	Porter	1 50
Kindergarten Culture	Hailman	1 25
Education as a Science	Bain	1 75
The Senses and the Intellect	Bain	1 50
Outline Study of Man	Hopkins	1 25

5. STATISTICAL TABLES.

Exhibiting the condition of training classes during the first term of academic year 1889-90.

TEACHERS' TRAINING CLASSES.

687

Counties.	NUMBER OF SCHOLARS REPORTED.			NAME OF INSTITUTIONS.	NUMBER OF SCHOLARS REPORTED.			Classes visited by school commissioner.	Number who had already taught.	Number completing examination for second-grade certificate.	Number of scholars allowed.	Number of weeks allowed.	Apportionment to each institution.
	Males.	Females.	Total.		Males.	Females.	Total.						
Jefferson	1	17	18	Adams Collegiate Institute	1	18	19	1	10	8	18	230	\$230 00
Albany	6	18	24	Albany High School	1	18	19	1	3	2	14	168	168 00
Orleans	6	14	20	Albion Union School	1	14	15	1	3	2	16	208	208 00
Ontario	9	11	20	Canandaigua Union School	1	11	12	1	3	4	11	132	132 00
Steuben	4	16	20	Canisteo Academy	1	16	17	1	14	7	18	232	232 00
Madison	4	10	14	Cazenovia Seminary	1	10	11	1	11	2	14	180	180 00
Cortland	5	5	10	Cincinnati Academy	1	5	6	1	5	3	10	123	123 00
Schuyler	3	9	12	Cook Academy	1	9	10	1	3	3	11	130	130 00
Livingston	2	8	10	Dansville Union School	1	8	9	1	2	2	11	125	125 00
Delaware	8	10	18	Delaware Literary Institute	1	10	11	1	9	8	18	234	234 00
Broome	5	9	14	Deposit Union School	1	9	10	1	15	10	14	182	182 00
Herkimer	25	21	46	Fairfield Seminary	1	21	22	1	15	10	15	180	180 00
Queens	1	6	7	Flushing High School	1	6	7	1	2	2	11	129	129 00
Chautauqua	4	21	25	Forestville Free Academy	1	21	22	1	12	8	7	84	84 00
Franklin	2	11	13	Franklin Academy (Malone)	1	11	12	1	2	3	24	250	250 00
Oswego	2	10	12	Fulton Union School	1	10	11	1	2	3	13	156	156 00
Warren	2	10	12	Glens Falls Academy	1	10	11	1	8	2	10	120	120 00
Erie	1	7	8	Griffith Institute	1	7	8	1	8	2	13	155	155 00
Erie	1	7	8	Hamburg Union School	1	7	8	1	4	6	7	52	52 00
Steuben	9	4	13	Haverling Union School	1	4	5	1	3	3	13	169	169 00
Tompkins	6	24	30	Ithaca High School	1	24	25	1	11	7	24	250	250 00
Jefferson	6	13	19	Ives Seminary	1	13	14	1	7	2	9	95	95 00
Ulster	2	16	18	Kingston Free Academy	1	16	17	1	3	3	13	143	143 00
Rensselaer	2	13	15	Lansingburgh Academy	1	13	14	1	2	8	16	188	188 00
Wayne	3	11	14	Macedon Academy	1	11	12	1	2	6	14	171	171 00
Onondaga	2	13	15	Manlius Union School	1	13	14	1	9	4	14	167	167 00
Oswego	8	15	23	Mexico Academy	1	15	16	1	12	17	23	250	250 00
Herkimer	1	12	13	Mohawk Union School	1	12	13	1	3	8	13	168	168 00
Niagara	1	11	12	North Tonawanda Union School	1	11	12	1	8	4	11	121	121 00
Chenango	1	15	16	Norwich Union School	1	15	16	1	8	4	16	204	204 00
St. Lawrence	3	21	24	Ogdensburg Free Academy	1	21	22	1	5	14	22	250	250 00
Cattaraugus	10	10	20	Olean Free Academy	1	10	11	1	5	2	10	100	100 00

STATISTICAL TABLES — FIRST TERM — (Continued).

Counties.	NAME OF INSTITUTIONS.	NUMBER OF SCHOLARS REPORTED.			Classes visited by school commissioner.	Number who had already taught.	Number completing examination for second-grade certificate.	Number of scholars allowed.	Number of weeks allowed.	Apportionment to each institution.
		Males.	Females.	Total.						
Tioga	Owego Free Academy	7	15	22	.....	5	8	19	209	\$209 00
Chenango	Oxford Academy	6	4	10	.....	4	1	8	96	96 00
Erie	Parker Union School	2	9	11	.....	3	9	10	124	124 00
Oswego	Phoenix Union School	1	10	11	.....	1	1	9	108	108 00
Wyoming	Pike Seminary	4	9	13	.....	10	4	13	163	163 00
Clinton	Plattsburgh High School	2	10	12	.....	10	.....	10	126	126 00
Orange	Port Jervis High School .....	.....	11	11	.....	1	.....	11	120	120 00
Oneida	Rome Free Academy	3	10	13	.....	7	2	11	110	110 00
Cattaraugus	Salamanca Union School .....	.....	11	11	.....	4	2	9	98	98 00
Otsego	Schenovus Union School	2	14	16	.....	6	4	16	202	202 00
Essex	Sherman Academy	1	9	10	.....	7	2	9	90	90 00
Wayne	Sodus Academy	8	23	32	.....	.....	10	28	250	250 00
Yates	Starkey Seminary	6	5	11	.....	6	6	11	141	141 00
Onondaga	Syracuse High School .....	.....	15	15	.....	1	.....	15	192	192 00
Otsego	Unadilla Academy	5	7	12	.....	3	2	11	143	143 00
Tioga	Waverly High School .....	.....	15	15	.....	3	3	15	165	165 00
Allegany	Wilson Academy	5	17	22	.....	12	3	22	250	250 00
	Total	162	596	758	34	256	208	680	7,932	\$7,932 00

Exhibiting the condition of training classes during the second term of academic year 1889-90.

TEACHERS' TRAINING CLASSES.

689

Counties.	NAME OF INSTITUTIONS.	NUMBER OF SCHOLARS REPORTED.			Classes visited by school commissioner.	Number who had already taught.	Number completing examination for second-grade certificate.	Number of scholars allowed.	Number of weeks allowed.	Apportionment to each institution.
		Males.	Females.	Total.						
Jefferson	Adams Collegiate Institute	3	21	24	1	11	19	23	250	\$250 00
Albany	Albany High School .....	.....	18	18	1	.....	12	18	216	216 00
Orleans	Albion Union School	6	21	27	1	.....	20	24	250	250 00
Allegany	Alfred University	5	8	13	.....	7	5	11	130	130 00
Wyoming	Attica Union School	2	9	11	1	7	5	11	119	119 00
St. Lawrence	Brasher and Stockholm Union School	4	6	10	1	.....	10	9	114	114 00
Madison	Brookfield Union School	2	12	14	.....	10	10	14	140	140 00
Ontario	Canandaigua Union School .....	.....	13	13	1	3	7	13	169	169 00
Steuben	Canisteo Academy	9	19	28	.....	12	10	28	250	250 00
Madison	Cazenovia Seminary	4	11	15	1	10	14	15	195	195 00
Schoharie	Cobleskill High School	10	3	13	1	3	11	13	130	130 00
Schuyler	Cook Academy	3	12	15	.....	5	14	13	130	130 00
Livingston	Dansville Union School	3	14	17	.....	2	12	14	153	153 00
Delaware	Delaware Literary Institute	7	11	18	1	9	15	17	221	221 00
Broome	Deposit Union School	5	12	17	.....	2	15	17	221	221 00
Herkimer	Fairfield Seminary	25	21	46	.....	14	23	32	250	250 00
Queens	Flushing High School .....	.....	11	11	1	2	10	11	143	143 00
Chautauqua	Forestville Free Academy	3	11	14	1	3	6	12	152	152 00
Franklin	Franklin Academy (Malone)	4	21	25	.....	11	16	24	250	250 00
Oswego	Fulton Union School	5	18	23	1	8	17	21	250	250 00
Warren	Glens Falls Academy .....	.....	11	11	.....	3	4	11	143	143 00
Greene	Greenville Academy	2	7	9	1	.....	2	8	80	80 00
Erie	Griffith Institute	4	18	22	1	14	14	20	240	240 00
Erie	Hamburg Union School	1	10	11	1	4	5	11	142	142 00
Tompkins	Ithaca High School .....	.....	24	24	1	12	23	19	226	226 00
Jefferson	Ives Seminary	9	17	26	1	9	7	20	221	221 00
Onondaga	Jordan Union School	6	10	16	1	1	13	16	182	182 00
Ulster	Kingsston Free Academy .....	.....	20	20	1	6	18	18	234	234 00
Rensselaer	Lansingburgh Academy	2	14	16	.....	2	14	16	192	192 00
Wayne	Macedon Academy	3	16	19	.....	3	18	18	223	223 00
Onondaga	Manlius Union School	3	16	19	1	9	19	16	200	200 00
Oswego	Mexico Academy	8	20	28	1	13	16	25	250	250 00
Herkimer	Mohawk Union School	3	15	18	.....	4	17	17	208	208 00

STATISTICAL TABLES—SECOND TERM—(Continued).

Counties.	NUMBER OF SCHOLARS REPORTED.			Classes visited by school commissioner.	Number who had already taught.	Number completing examination for second-grade certificate.	Number of scholars allowed.	Number of weeks allowed.	Apportionment to each institution.
	Males.	Females.	Total.						
Niagara	2	15	17	1	1	10	15	164	\$164 00
Chenango	1	20	21	1	8	8	19	242	242 00
St. Lawrence	3	21	24	1	6	17	22	250	250 00
Cattaraugus .....	.....	11	11	1	6	4	9	90	90 00
Onondaga	3	8	11	.....	2	7	10	120	120 00
Tioga	9	15	24	1	10	20	24	250	250 00
Chenango	5	7	12	1	5	8	12	132	132 00
Erie	1	9	10	.....	3	9	10	142	142 00
Oswego	2	13	15	.....	3	11	14	168	168 00
Wyoming	6	11	17	1	8	16	17	204	204 00
Orange .....	.....	10	10	.....	.....	1	9	90	90 00
Oneida	1	10	11	1	5	9	8	80	80 00
Cattaraugus	3	16	19	1	4	9	13	156	156 00
Washington .....	.....	12	12	1	4	9	9	117	117 00
Otsego	5	19	24	.....	4	14	20	250	250 00
Schoharie	11	6	17	1	2	5	10	130	130 00
Chautauqua .....	.....	10	10	.....	4	8	10	110	110 00
Essex	3	18	21	1	12	14	15	180	180 00
Wayne	4	23	27	1	9	18	24	250	250 00
Delaware	1	13	14	.....	3	3	14	164	164 00
Yates	6	8	14	.....	5	11	14	182	182 00
Onondaga .....	.....	30	30	1	.....	16	29	250	250 00
Otsego	7	7	14	.....	5	8	14	175	175 00
Tioga	3	24	27	.....	3	19	27	250	250 00
Cayuga	5	12	17	1	2	4	16	192	192 00
Allegany	3	26	29	.....	18	24	29	250	250 00
	225	844	1,069	36	327	603	928	10,863	\$10,863 00

STATISTICAL TABLES — SUMMARY — (Concluded).

TERMS.	NUMBER OF SCHOLARS REPORTED.			Classes visited by school commissioner.	Number who had already taught.	Number completing examination for second-grade certificate.	Number of scholars allowed.	Number of weeks allowed.	Apportionment to each institution.
	Males.	Females.	Total.						
First term	162	596	758	34	256	208	680	7,932	\$7,932 00
Second term	225	844	1,069	36	327	603	928	10,863	10,863 00
Total	387	1,440	1,827	70	583	811	1,608	18,795	\$18,795 00

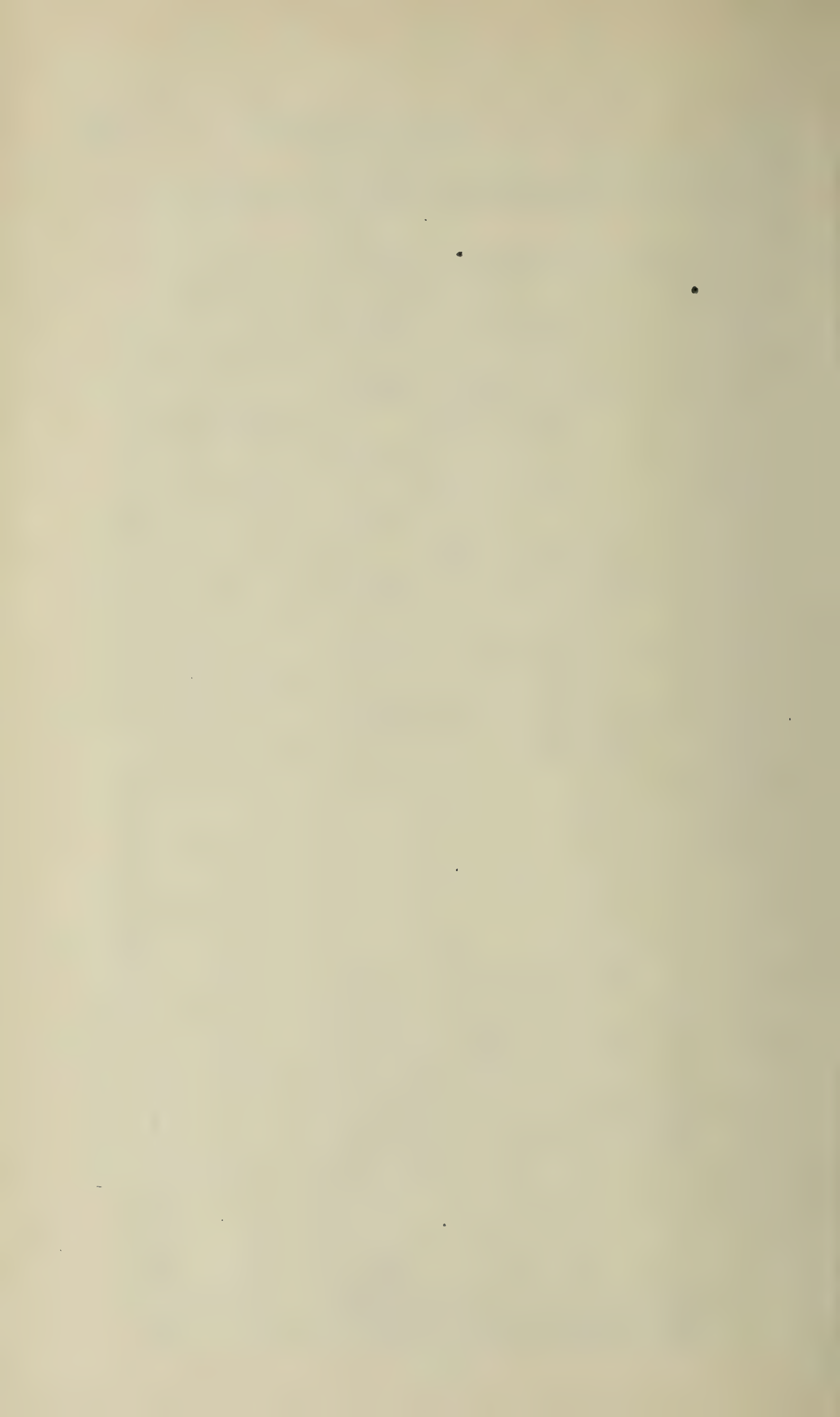


EXHIBIT No. 17.

ARBOR DAY.

1. LAW ESTABLISHING ARBOR DAY.
 2. GENERAL CIRCULAR ACCOMPANYING PROGRAM.
 3. PRIZES OFFERED.
 4. PROGRAM AND SELECTIONS.
 5. LIST OF SELECTIONS.
 6. SPECIMEN PROGRAMS, 1890.
 7. VOTE FOR A STATE FLOWER, 1890.
 8. DISTRICTS OBSERVING, AND TREES PLANTED, ARBOR DAY, MAY 2,
1890.
 9. BEST KEPT SCHOOL-GROUNDS, 1890.
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ARBOR DAY.

1. LAW ESTABLISHING ARBOR DAY.

CHAPTER 196.

AN ACT to encourage arboriculture.

APPROVED April 30, 1888.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. The Friday following the first day of May in each year shall hereafter be known throughout this State as Arbor Day.

§ 2. It shall be the duty of the authorities of every public school in this State to assemble the scholars in their charge on that day in the school building or elsewhere, as they may deem proper, and to provide for and conduct, under the general supervision of the city superintendent or the school commissioner, or other chief officers having the general oversight of the public schools in each city or district, such exercises as shall tend to encourage the planting, protection and preservation of trees and shrubs, and an acquaintance with the best methods to be adopted to accomplish such results.

§ 3. The State Superintendent of Public Instruction shall have power to prescribe, from time to time, in writing, a course of exercises and instruction in the subjects hereinbefore mentioned, which shall be adopted and observed by the public school authorities on Arbor Day, and upon receipt of copies of such course, sufficient in number to supply all the schools under their supervision, the school commissioner or city superintendent aforesaid shall promptly provide each of the schools under his or their charge with a copy, and cause it to be adopted and observed.

§ 4. This act shall take effect immediately.

2. GENERAL CIRCULAR—ACCOMPANYING PROGRAM.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,

ALBANY, April 1, 1890. }

The first observance of Arbor Day in this State, under the law of 1888, took place May 3, 1889. More than half of the school districts of the State reported as having observed the day by planting trees about school grounds. In nearly every case the planting was accompanied by interesting literary exercises.

This result was very satisfactory. It is hoped that all districts which observed the day in 1889 may observe the day with still greater enthusiasm this year, and that school districts which did not observe it may be induced to inaugurate the custom on May second next.

While the work performed on Arbor Day can not counteract in a sensible degree the constant inroads upon our forests, made necessary by the unceasing demands of our rapidly increasing population, the children of the commonwealth may be taught to love nature and a reverence for trees. Wanton destruction of our forests may be stayed, and something can certainly be done through this agency to make attractive the school grounds of the State, already too long neglected.

It is hardly necessary to repeat here the general observations on this subject published in the circular of 1889. The purpose of the law in establishing Arbor Day is commendable in every way, and its general observance throughout our State is earnestly recommended. With the hope that pleasure and satisfaction may come to all who observe the day, and that practical results may follow, the accompanying suggestions are offered.

In some sections of our State it may be impracticable to delay the planting of trees until May second, the day fixed by law for Arbor Day. In such cases it is recommended that trees be planted when this work can most successfully be done, and that all districts unite in observing the day by literary exercises on the day fixed by the law.

Very truly,

A. S. DRAPER,

Superintendent.

SUGGESTIONS FOR THE OBSERVANCE OF ARBOR DAY, 1890.

THE STATE FLOWER.

The maple having been chosen the "State Tree," by a vote of those who participated in the Arbor Day exercises in New York in 1889, it is now proposed to select a "State Flower" in the same manner. Let all who participate be requested to prepare ballots for this purpose, and arrange to have the vote taken during the exercises. Teachers should promptly report the vote to the school commissioner upon the blank given elsewhere.

PATRIOTISM.

It is fitting in all Arbor Day exercises in our schools that patriotism should be combined with tree-planting. Love of nature and love of country go well together. Let the national flag with forty stars float over every school-house, and in the exercises of the day let the "Star Spangled Banner," "America," and other patriotic songs be sung with the songs which more distinctly relate to the day. Where more than one tree may be planted, let one be dedicated to some patriot or soldier whose name is associated with our country's history.

COLLECTIONS OF WOOD, ETC.

Public recognition will be made in the circular of 1891 of the student in the common schools who will transmit to the Superintendent of Public Instruction, before October 1, 1890, the best collection of bark, wood-sections, leaves and fruit of the maple tree, taking into consideration variety, artistic preparation, etc.

SPECIMEN PROGRAMS.

If specimens of programs of exercises used on Arbor Day are sent to the Superintendent of Public Instruction before October 1, 1890, such as merit special recognition will be published in the next forthcoming annual report.

CLASS-EXERCISES.

Let the members of a class each representing some particular tree, describe how the tree grows, where it is found, what the wood or fruit is good for, etc. A great variety of facts can thus be brought out in an instructive and entertaining manner. It would add interest if each speaker would omit the name of the tree represented, leaving hearers to decide upon the name.

USES OF TREES IN POETRY.

Have some person give quotations from the poets to show what trees have been used in poetry to typify certain qualities as, for instance, the oak typifying strength; the willow, sadness, etc.

BEST AMERICAN POEM ON NATURE OR TREES.

At exercises to be held on Arbor Day, 1891, the teachers of the State will be requested to express their choice by vote for the best American poem on nature or trees. Announcement will be made in the next succeeding circular of the detailed vote.

FARMERS' CLUBS.

When schools are made up largely from families of farmers, a farmers' club or forestry convention, or grange, might be organized, arranging the program in parts, under subjects: Why trees should be planted; the effect of destroying forests; how to plant and care for trees; lessons from nature about trees; lessons from history about trees; the habits of trees; the enemies of trees, etc., etc. The pupils selected for the first part of program could organize the club by electing a chairman, etc., in regular way, and go through their part as regularly as any organization of the kind. They would then adjourn and the next exercise would follow, choosing the same or different officers as might be advisable. The plan should be as real as possible. This exercise would be of practical benefit in familiarizing with such proceedings those taking part in them.

FOR ESSAYS OR ORATIONS.

I. The Tree in Nature.

1. It gives shelter, shade, fertility and fruit.
2. It adds beauty of form and color, grace and variety to a landscape.

Consider (1) In what way does the tree serve each of these ends? (2) What trees are best and what least adapted to each, and why? (3) Where are they found? (4) What care of planting, culture and choice of surroundings will best fit each for its particular use?

II. Artificial Uses.

1. It is used for fuel, building, implements of husbandry, useful furniture, carriages of all kinds, household utensils and other things *ad libitum*.

2. It is used for decorations in architecture, in finishing and furnishing rooms, and in other work where wood is used for the body of the work.

Consider (1) Varieties best adapted to each use and why? (2) Where obtained? (3) Method of manufacture. (4) Application for preservation and improving natural qualities.

HOW TO PLANT TREES.

WHAT TO PLANT.

The Arbor Day circular of 1889 contained very full suggestions on this subject, prepared especially by the forestry division of the United States Department of Agriculture. These suggestions were also published in the Thirty-sixth Annual Report of the Superintendent of Public Instruction (page 880), a copy of which has been supplied to each school district of the State. In case this report can not be referred to, a copy of the circular of 1889, containing these directions, will be forwarded upon application to the Superintendent.

Some competent person should be selected in every school, when practicable, to explain carefully how to transplant trees and shrubs in a skillful manner, and also how to take care of them after transplanting.

ARBOR DAY IN CITY AND COUNTRY.

It is well known that children in our cities are, for the main part, deprived of those means of coming in unrestricted contact with nature, the green fields, the woods and streams of the country, so desirable for the young, and through which, unconsciously, those who have been or are more favored by circumstance have absorbed knowledge by this desirable intercourse with nature, which, undoubtedly, enlarges and makes more intelligent their power of observation, and increases even their capacity to study and understand many useful branches of knowledge theoretically taught in the school-room. It is well, therefore, to encourage the formation of societies either by delegates from each school to one central organization, to be entertained once or twice a year or oftener, in matters pertaining to tree and plant cultivation, forest preservation and their relation to the useful arts, the protection of our song birds, etc., or by the organization of societies in each school, the boards of education making some practical concessions by which entertainment and instruction combined may be provided for in relation to the same subjects.

Now, as to the country schools, so-called. Here is an opportunity to enlarge upon the practical benefits in relation to the general purpose of Arbor Day. The cry in our large communities is for parks and breathing places for the people, for the cultivation of a more intelligent understanding of out-door recreation. No village in this State is too small to secure, either by official purchase or through philanthropic channels, some area to be devoted to a public ground or park—the enlarging of the school grounds—the adornment of a railroad station or other central point of gathering whereby the public taste may be educated, the future greatly benefited and the means afforded at once for practically demonstrating the utility of Arbor Day by planting and otherwise improving them under judicious advice. This work should always be done with the participation of school children generally, or through the medium of the organizations before indicated. There is also the improvement of roadways leading to the school-house, to the church or some thoroughfare having the possibilities of greatly enhanced beauty by means of the adjunct of tree planting properly provided for.

PRUNING TREES.

As trees grow thickly together in the forest, the lower limbs die and drop off, while they are small; but in case of isolated trees, the conditions are so different, that unless pruned, they are often ill shaped and unsightly.

Many people erroneously imagine that as a tree grows, the limbs will be raised higher, whereas, from increased weight, they droop and become really lower.

The common practice is to neglect pruning shade trees till the view is obstructed by large low limbs which are then heroically sawed off, leaving large knots and scars which must ever remain to offend the eye. These useless branches were grown at the expense of the main trunk; such trees can never present the fine and majestic appearance of those which have a nearly uniform diameter from the ground to the lowest limbs.

In imitation of nature's process in the forest, all limbs and sprouts should be removed as soon as possible up to a desired point; this can usually be done with an ordinary knife, or even the hand. In considering the removal of a sprout, the question should be: Will a branch be desirable at that point? If not, let it not remain to rob desirable parts. The height at which branching should be allowed to commence must be decided by individual taste, which will also indicate the lopping off, at other points, of those branches which are ill-formed, and not in harmony with the general appearance. Dead and decaying limbs should be promptly removed.

H. R. SANFORD, A. M.

FORM OF REPORT OF TREES PLANTED, AND VOTE ON "STATE FLOWER."
To, *School Commissioner or City Superintendent*:
Following is the report of school district No. , town of, of trees planted, and vote on "State flower:"

ARBOR DAY, May 2, 1890.

NAME OF TREE.	Number planted.	NAME OF FLOWER.	Number of votes received.
.....
.....
.....
.....

....., *Teacher or Trustee.*

3. PRIZES OFFERED.

ARBOR DAY.

BEST PLAN FOR ITS MOST PROFITABLE OBSERVANCE.

A Gold Medal for the Best Essay.

A gold medal will be awarded to the student in the common schools of the State, who will present the best essay on the best plan for the most profitable observance of Arbor Day. The essay must not exceed 400 words in length, and must be sent before December 1, 1890, to the school commissioner or city superintendent having jurisdiction over the school of which the writer is an attendant. The writer must sign the essay with a fictitious name, which with the writer's real name and address must be given on a card, and placed in a sealed envelope. This envelope must be inclosed with the essay and sent under seal to the school commissioner or city superintendent. The commissioner or superintendent will appoint three persons to examine the essays received, and select the best, which will be forwarded with small envelope accompanying the same, to the State Superintendent of Public Instruction. He will appoint three persons to examine the essays thus forwarded, and determine which is the best essay. The envelopes containing the real and fictitious names of writers shall not be opened until the committee shall have made its decision and report to the State Superintendent. The writer of the best essay, as thus determined, shall receive a gold medal.

The name of the successful essayist will be announced in the Arbor Day Circular of 1891, and the medal will be presented on Arbor Day.

PRIZES FOR THE BEST KEPT DISTRICT SCHOOL GROUNDS.

Through the liberality of William A. Wadsworth, of Geneseo, N. Y., the Superintendent of Public Instruction is enabled to offer two cash prizes for the first and second best kept district school grounds in the State, as follows: \$100 for the best, \$50 for second best. Competition is open to all district schools of the State. Following is the manner of determining the prizes:

A photograph is to be taken of the school grounds, sufficiently large to afford a fair opportunity of judging. This is to be accompanied by a diagram with full explanation concerning the location and character of walks, the kind and condition of fences, the kind and location of trees and shrubs. This statement is to be made by the trustees of school districts competing, indorsed by the school commissioner of the district having jurisdiction. These photographs and statements are to be forwarded to the Superintendent of Public Instruction before October 1, 1890, who will refer them to a committee appointed to examine the same, and determine the prizes.

Announcement of the award of prizes will be made through the public press, and prizes will be forwarded promptly to those entitled to receive them.

In this connection it is recommended that teachers invite pupils to present for exhibition in their several schools, drawings of school grounds, with suggestions as to how they may be improved or beautified. If possible, let local prizes be offered for best efforts in this direction.

4. PROGRAM AND SELECTIONS.

PREPARING A PROGRAM.

CAUTION: DO NOT MAKE THE PROGRAM TOO LONG.

SUGGESTIONS.

1. Arrange program suited to age and ability of pupils.
2. Aim to give such *variety* to program as will most interest pupils and patrons.
- The following features are recommended from which selections may be made—the arrangement of which must be left to the tact and judgment of the teacher.
1. Devotional exercises.—Reading of Scripture (selections concerning trees, etc.); prayer; song.
2. Reading of Arbor Day law, page 6; of circular, page 1; of extract, page 6; of letters received.
3. Songs.—Let singing be arranged to afford a pleasant variety to exercises. Short songs are best. Combine patriotic songs with those relating particularly to Arbor Day.
4. Readings.—Arrange selections, when advisable, so as to include more than one pupil, giving each pupil one verse or more.
5. Essays, orations.—These should be brief, consisting of original productions relating to trees, their habits, location, uses, etc.
6. Declamations, recitations.—Brief and stirring selections should be used. There is a wide field for selections under this head.
7. Remarks by visitors.—Should be very short and pointed. Not too many speakers.
8. Address.—A short address suitable to the day.
9. Class exercises.—These can be made attractive, instructive and interesting for all grades of pupils. Let each pupil in class recite a verse, with closing verse in concert. A single selection may be divided or verses may be taken from more than one selection. See "Arbor Day Acrostic" on page 4 for younger pupils. Older pupils may take other appropriate selections. (See class exercises on another page.)
10. Vote on "State flower."—See that ballots are provided and inspectors appointed in advance, that there may be no delay.

PROGRAM—AT THE TREE.

Suggestions. — Arriving at the place designated for the planting of a tree, everything should be found in readiness by previous preparation, in order that there may be no delay. By arrangement, the tree should be dedicated to some particular person as may have been decided. It would be well to have printed or painted on tin or wood, and attached to the tree, the name of the person to whom it is dedicated.

After a marching song has been sung on the way to the tree, the following order of exercises is suggested:

1. Place the tree carefully in position. (See 5, below.)

NOTE. — When advisable, the tree may be placed in position in advance of the exercises.

2. Song.

3. A brief statement by the teacher or another concerning the person to whom the tree is dedicated.

4. When practicable, recital of quotations from the writings of the person thus honored.

5. Let each pupil in the class, or such as may be designated, deposit a spadeful of earth.

6. Song.

NOTE. — Where impracticable to plant trees, shrubs vines, or flowers may be substituted. A flower bed may be laid out, and vines set in or seeds planted.

SELECTIONS.

[Original.]

ARBOR DAY.

What do we plant when we plant the tree?
 We plant the ship which will cross the sea.
 We plant the mast to carry the sails;
 We plant the planks to withstand the gales—
 The keel, the keelson, and beam and knee;
 We plant the ship when we plant the tree.

What do we plant when we plant the tree?
 We plant the houses for you and me.
 We plant the rafters, the shingles, the floors,
 We plant the studding, the lath, the doors,
 The beams and siding, all parts that be;
 We plant the house when we plant the tree.

What do we plant when we plant the tree?
 A thousand things that we daily see;
 We plant the spire that out-towers the crag.
 We plant the staff for our country's flag;
 We plant the shade, from the hot sun free;
 We plant all these when we plant the tree.

Henry Abbey.

ARBOR DAY ACROSTIC FOR A CLASS OF EIGHT GIRLS.

Each girl should be dressed in white, with shoulder sash of red, white and blue, and should wear real or imitation flowers of the kind represented.

If flowers can not be obtained, each girl should wear a coronet made of card-board covered with pink tissue-paper on which appears the name of the flower represented. The letters for the name may be cut out of gilt paper and attached with mucilage.

Each girl should be provided with one of the eight letters comprised in A-R-B-O-R D-A-Y. These letters should be from eight to ten inches long, cut from heavy card-board and covered with evergreen.

Girl representing ARBUTUS enters, carrying letter A,—comes well down in front, and recites her selection; then places letter in position on wall back of stage, for which previous preparation may have been made, and takes her place at left center. ROSE

then enters, recites selection, places letter R in position on wall, and takes her place next to Arbutus. Others follow in order. After the last letter has been placed in position all recite in concert.

A-RBUTUS.

I am the Arbutus.

<p>If Spring has maids of honor— And why should not the Spring, With all her dainty service, Have thoughts of some such thing?</p>	<p>If Spring has maids of honor— Arbutus leads the train; A lovelier, a fairer, The Spring would seek in vain.</p>
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R-OSE.

I am the Rose.

<p>If Jove would give the leafy bowers A queen for all their world of flowers, A Rose would be the choice of Jove, And blush, the queen of every grove, Gem, the vest of earth adorning, Eye of gardens, light of lawns.</p>	<p>Nursling of soft summer dawns; Love's own earliest sigh it breathes, Beauty's brow with lustre wreathes, And to young zephyr's warm caresses, Spreads abroad its verdant tresses.</p>
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B-UTTERCUP.

I am the Buttercup.

<p>I'm homely and I wear the dress That once my mother wore; You may remember having seen A Buttercup before;</p>	<p>They say I'm but an idle weed, As useless as I'm gay; But there was never yet a flower More loyal to the May.</p>
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OX-EYE DAISY.

I am the Ox-Eye Daisy.

<p>Oh welcome, welcome, queenly May! The Ox-Eye Daisy am I; I kept my blossoms folded close Beneath the April sky;</p>	<p>But when the air grew doubly sweet With music and perfume, I knew that you had come indeed, And it was time to bloom.</p>
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R-HODORA.

I am the Rhodora.

<p>In May when sea-winds pierce our soli- tudes, We find the fresh Rhodora in the woods, Spreading its leafless blossoms in a damp nook, To please the desert and the sluggish brook.</p>	<p>The purple petals, fallen in the pool, Make the dark water with their beauty gay; Here might the red-bird come his plumes to cool, And court the flower that cheapens his array.</p>
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D-AFFODIL.

I am the Daffodil.

<p>The dainty Lady Daffodil Hath donned her amber gown, And on her fair and sunny head Sparkles her golden crown.</p>	<p>Her tall green leaves, like sentinels, Surround my Lady's throne, And graciously in happy state, She reigns a queen alone.</p>
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A-STER.

I am the Aster.

<p>The autumn woods the Aster knows, The empty nest, the wind that grieves, The sunlight breaking thro' the shade, The squirrel chattering overhead, The timid rabbit's lighter tread Among the rustling leaves.</p>	<p>And still beside the shadowy glen She holds the color of the skies; Along the purpling wayside steep She hangs her fringes passing deep, And meadows drowned in happy state Are lit by starry eyes!</p>
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Y-ELLOW COWSLIP.

I am the Yellow Cowslip.

<p>Welcome, thrice welcome! all our friends, I have not much to bring! I'm but the Yellow Cowslip, The humblest flower of Spring.</p>	<p>But since before the fairest bloom, It must be mine to die, Oh, give to me one gentle smile, Pray, do not pass me by.</p>
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A-R-B-O-R D-A-Y.

<p>All, We are the sweet flowers, Born of sunny showers, (Think, whene'er you see us, what our beauty saith); Utterance, mute and bright, Of some unknown delight.</p>	<p>We fill the air with pleasure by our simple breath, All who see us love us— We benefit all places; Unto sorrow we give smiles—and unto graces, races.</p>
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Arranged by EDWARD C. DELANO, for the "Arbor Day Manual."

5. LIST OF SELECTIONS.

LIST OF SELECTIONS APPROPRIATE FOR ARBOR DAY EXERCISES, ADAPTED TO ALL GRADES.

Among the Trees	Bryant.
Antiquity of Freedom.....	Bryant.
April and May.....	Celia Thaxter.
An April day	Longfellow.
Arbor Day Invocation.....	Parr Harlow.
Arbor Day poem	Lillian E. Knapp.
Arbutus.....	Elaine Goodale.
Buds in Summer.....	Mrs. Hemans.
Blushing Maple Tree.....	
Bobolink.	Anon.
Boy That Stole Apples.....	Webster's Spelling Book
Breathings of Spring.....	Mrs. Hemans.
Brown Thrush	Lucy Larcom.
Building of the Ship.....	Longfellow.
Children in the Wood.....	Percy.
Children's Arbor Day March.....	E. A. Holbrook.
Clematis	Dora Reed Goodale.
Cunning Old Crow	Anon.
Dance of the Daisies	Mrs. S. M. B. Piatt.
Daffy down Dilly.....	Anon.
Discourse on Trees.....	Beecher.
Dream of Summer.....	Whittier.
Early Spring	Thomson.
Fair Tree	Lady Winchelsea.
Famous and Curious Trees.....	Anon.
Flower of Liberty.....	Holmes.
Foolish Little Robin	Anon.
Forest Hymn.....	Bryant.
Forest Song	W. H. Venable.
Forest Trees	Eliza Cook.
Freedom's Flower (Golden rod)....	Marian Douglas.
Funeral Tree of the Sokokis.....	Whittier.
Gingerbread Tree	Harriet P. Spofford.
Golden Rod.....	Elaine Goodale.
Green Things Growing.....	Mrs. Craik.
Hail, Arbor Day.....	Lizzie D. Roosa.
Hiawatha (Extracts from).....	Longfellow.
Historic Trees	E. C. Delano.
Holley Tree.....	Southey.
How an Apple Tree Grows.....	Anon.
How the Leaves Came Down	Susan Coolidge.
If I were a Bird.....	Anon.
In a Forest.....	Southey.
In Praise of Trees	Spenser.
In the Swing	Eudora S. Bumstead.
Ivy Green.....	Dickens.
Kind Old Oak.....	Anon.
Landing of the Pilgrims.....	Mrs. Hemans.
Last Dream of the Old Oak Tree.....	Hans C. Andersen.
Little Acorn	Mrs. M. H. Huntington.
Little Brown Seed in the Furrow	Ida W. Benham.
Little Planter	Anon.
Love of Nature.....	Wordsworth.
Marriage of the Flowers.....	S. H. M. Byers.
May Queen	Tennyson.
My Elm Tree	Rebecca D. Rickoff.
Oak and the Mistletoe Seed.....	
Oak, The.....	Lowell.
Old Man's Counsel.....	Bryant.
Olive Tree	Mrs. Hemans.
Our Almanac.....	Aldrich.
Palm and the Pine.....	Taylor.
Palm Tree	Whittier.
Patriot's Password	Montgomery.
Plant a Tree	Lucy Larcom.
Planting of the Apple Tree	Bryant.
Popular Poplar Tree.....	Blanch W. Howard.
Resurgam	S. S. Short.
Rock-a-bye Baby on the Tree Top.....	Anon.
Somebody's Knocking.....	Anon.
Song to the Maple Tree	E. A. Holbrook.
Spare the Trees.....	Madame Michelet.
Spring	Henry Timrod.
Spring Song.....	Kate Hawthorn.
State Tree	Mrs. B. C. Rude.
Summer Longing.....	George Arnold.
They've Cut the Wood Away.....	Anon.
To a Mountain Daisy.....	Burns.

Tree Burial.....	Bryant.
Tree that Tried to Grow.....	
Under the Apple Tree.....	Elizabeth A. Allen.
Under the Old Elm.....	Lowell.
Under the Palms.....	George William Curtis.
Under the Washington Elm.....	Holmes.
Under the Willows.....	Lowell.
Use of Flowers.....	Mary Howitt.
Voice of the Grass.....	Sarah Roberts.
Voices of the Night.....	Longfellow.
Waiting to Grow.....	Anon.
What Do We Plant?.....	Henry Abbey.
Wonderful One-hoss Shay.....	Holmes.
Woodman, Spare that Tree.....	Morris.

6. SPECIMEN PROGRAMS, ARBOR DAY EXERCISES, MAY 2, 1890.

Suspension Bridge Union School.

H. C. HUSTLEBY, PRINCIPAL.

Program.

Recitation—"Arbor Day"	Robena Miller.
Reading—"The Elm"	William Slack.
Song—"Arbor Day"	By the school.
Recitation—"Planting for the Future"	Miss Kate Lewis.
Address.....	Rev. C. M. Bartholomew.
Song—"Cuckoo"	Frances Kanavan and Alice Witmer.
Concert recitation.....	By twenty-three pupils.
Song—"Brave Old Elm"	By the school.
Recitation—"Tree Planting"	Miss Lottie Nusbaum.
Recitation—"Woodman, Spare That Tree"	Miss Ella McConnell.
Quotations	By twelve little pupils.
Song—"Blue Bird"	Emmet McConnell and Clara Brown.
Song and grand march	By the school.

Transfer from house to lawn.

Tree planting.

Song—"Rock-a-by Bye Baby, on the Tree Top"	By lower grades.
Concert recitation	By six little ones.
Calisthenics—"On the Lawn"	By the whole school.
March—"To the Flag Raising"	Greeting to the flag.
Song	By little ones.
Address to the flag.....	John Brophy.
Recitation.....	Frank Coakley.
Recitation	Eunice Horne.
Song—"Red, White and Blue"	By the school.
Flag drill	By twelve boys.

Dismissal.

Mahopac Falls Public School.

JOHN J. C. BARRETT, PRINCIPAL.

Program.

1. Reading of scripture.
2. Prayer.
3. Singing—"Happy Greeting"
4. Reading
5. Reading
6. Recitation—"Arbor Day Poem"
7. Recitation—"Flower of Liberty"
8. Singing—"America"
9. Recitation—"To the Dandelion"

10. Reading—"Papyrus" Pupil.
11. Recitation—"Woodman, Spare That Tree" Pupil.
12. Singing—"Wanderer Staff" School.
13. Recitations—Selected Extracts..... Pupils.
14. Arbor Day Acrostic..... Eight Pupils.
15. Recitation—"Marjorie's Almanac"..... Pupil.
16. Recitation—"The Cypress Tree" Pupil.
17. Singing—"Swinging 'Neath the Old Apple Tree"..... School.
18. Recitation—"May Flowers"..... Pupil.
19. Recitation—"Little Acorn" Pupil.
20. Recitation—"Planting of the Tree"..... Pupil.
21. Naming of trees and voting on "State flower"..... School.
22. Planting of trees School.

Grammar School No. 76, Brooklyn, N. Y., and its branch, Primary School No. 61.

FRANK B. STEVENS, PRINCIPAL,

FIRST, SECOND, THIRD AND FOURTH GRAMMAR GRADES ASSEMBLED.

1. Song—"Opening Flowers," Franz Abt..... School.
2. Reading—"A New Holiday," G. W. Curtis..... Irving Morrell.
3. Recitation—"What Do We Plant?" Henry Abbey..... Blanche Collings.
4. Recitation—"Life's Forest Trees," Ella W. Wilcox..... Minnie Elzea.
5. Recitation—"Planting of the Apple Tree," W. C. Bryant C. M. Van Sieten.
6. Song—"Month of Apple Blossoms," Donizetti School.
7. Reading—"Talks on Trees," O. W. Holmes Grace Sloan.
8. Recitation—"A Dream of Summer," J. G. Whittier Annie Pfeiffer
9. Recitation—"Plant a Tree," Lucy Larcom..... Charles Grasier.
10. Recitation—"Nature Never Did Betray, etc.," W. C. Bryant Walter Wadsworth.
11. Song—"Under the Greenwood Tree," W. Shakespeare Chorus.
12. Recitation—"Trees in the City," Alice B. Neal Robert Duffen.
13. Remarks.
14. Song—"America," S. F. Smith..... School.

FIFTH GRAMMAR BOYS—ESTELLE C. BROWN, TEACHER.

1. Song—"America," S. F. Smith Class.
2. Recitation—"Under the Washington Elm," O. W. Holmes..... James Noll.
3. Song—"Star-spangled Banner," Francis S. Key Class.
4. Recitation—"Historical Trees," Lizzie Hadley.
 1. Introduction and ending..... John McGee.
 2. "Penn's Elm" { Alex. Wilkinson.
Joseph Stoney.
James Cully.
 3. "Charter Oak"..... { Louis Albrecht.
Andrew Braidwood.
 4. "Boston's Liberty-tree"..... { Peter Kennedy.
Thomas Flannery.
 5. "Charleston's Oak" Henry Behrmann.
 6. "Norwich's Oak" Bert Tuthill.
 7. "Cambridge's Elm" James Collins.
5. Song—"Loreley," F. Silcher Class.

FIFTH GRAMMAR BOYS—KATE E. TODD, TEACHER.

1. Song—"America," Rev. S. F. Smith..... Class.
2. Recitation—"Plant a Tree," Lucy Larcom C. Graser.
3. Song—"Red, White and Blue," D. T. Shaw..... Class.
4. Recitation—"A Tender Heart," George Birdseye G. Williams.

FIFTH GRAMMAR GIRLS—SARAH M. FARQUHAR, TEACHER.

1. Song—"Praise Ye the Lord"..... Class.
2. Selections.
 - "My Darlings," Alice Cary..... Nellie Farrell.
 - "To the Daisy," Wm. Wordsworth..... Evelyn Hartman.
 - "Daisy"..... Olive Dod.
 - "The Daisy"..... Jennie Hoyt.
3. Song—"Hosanna"..... Class.
4. Selection—"To a Mountain Daisy," Robert Burns..... Jennie Geslain.
5. Song—"Loreley," F. Silcher..... Class.
6. Selection—"Daisy Fair," Annie Chase..... Mamie Foster.
7. Song—"Mountain Song"..... Class.
8. Selection—"To the Daisy," Wm. Wordsworth..... Laura Conine.
9. Song—"America," Rev. S. F. Smith..... Class.

SIXTH GRAMMAR BOYS—SARA MINTZ, TEACHER.

1. Song—"Praise Ye the Lord"..... Class.
2. Recitation—"How Fair is the Rose," Isaac Watts..... Wm. Weber.
3. Song—"Mountain Song"..... Class.
4. Recitation—"A Child to a Rose," Anon..... Theo. Steiner.
5. Recitation—"The Rose," Edgar Fawcett..... Martin Welge.
6. Song—"The Loreley," F. Silcher..... Class.
7. Recitation—"Two Little Roses," Julia P. Ballard..... Herman Pardon.
8. Song—"America," S. F. Smith..... Class.
9. Recitation—"Rose," Anon..... Herman Sunshine.
10. Song—"Star-spangled Banner," Francis S. Key..... Class.

SIXTH GRAMMAR GIRLS—CECILIA DRANDORFF, TEACHER.

1. Song—"America," S. F. Smith..... Class.
2. Recitations—"Golden Rod"..... Mildred Osborn.
 - "Lady Golden Rod," C. W. Bronson..... Minnie Young.
 - "Golden Rod," Hopestill Goodwin..... Bertha Nager.
3. Song—"In the Country"..... Class.
4. Recitations—"Golden Rod," Hopestill Goodwin..... Carrie Schmidt.
 - "Golden Rod"..... May O'Rourke.
 - "Freedom's Flower," Marion Douglas..... Clara Leighton, Lena Brink.
5. Song—"Mountain Song"..... Class.

SEVENTH GRAMMAR BOYS—MAGDALENA DICKHAUT, TEACHER.

1. Song—"America," S. F. Smith..... Class.
2. Recitation—"Woodman, Spare That Tree," G. C. Morris..... John Wüncchel.
3. Recitation—"The Oak," Geo. Hill..... Frank Miller.
4. Recitation—"Plant the Oak," Mrs. A. V. McMullen..... Albert Kaiser.
5. Song—"Loreley," F. Silcher..... Class.
6. Recitation—"The Oak," Mrs. E. O. Smith..... Edwin Linz.
7. Recitation—"Little by Little," Anon..... James Russell.
8. Recitation—"The Live Oak," Anon..... Charles Auer.
9. Song—"Mountain Song"..... Class.

SEVENTH GRAMMAR GIRLS—LUCY E. WOODBURY, TEACHER.

1. Song—"America," S. F. Smith..... Class.
2. Recitation—"The Trailing Arbutus," Rose T. Cooke..... Hattie Steen.
3. Recitation—"Arbutus," Elaine Goodale..... Aggie Keith.
4. Recitation—"The May Flower," Hopestill Goodwin..... Susie Day.
5. Recitation—"Arbutus," H. H. Jackson..... Mamie Busch.
6. Song—"The Dear Old Tree," Danish..... Bessie Davies.
7. Recitation—"Arbutus," Anna Hall..... Bes sie Watson.
8. Recitation—"The Trailing Arbutus," J. G. Whittier..... Minnie Hunbery.

9. Recitation — "Arbutus," Anon..... Minnie Greten.
10. Song — "The Forest Concert" Carrie Dettloff.
11. Song — "Swinging 'Neath the Old Apple Tree," O. R. Barrows..... Class.

EIGHTH GRAMMAR BOYS—CLARA E. HUBBS, TEACHER.

1. Song — "Mountain Song" Class.
2. Recitation — "The Wild Violets," Hannah Gould..... Blaisdell Willis.
3. Recitation — "Violets," J. Moultrie..... Frank Hornbeck.
4. Recitation — "Violets," Leigh Hunt..... Peter Koch.
5. Recitation — "Violets," Sir Walter Scott..... Henry Miller.
6. Song — "The Robin" Class.
7. Recitation — "The Awakening Year," Thos. B. Read..... Walter Poole.
8. Recitation — "Violets," J. R. Lowell Harry Kiefer.
9. Song — "America," S. F. Smith..... Class.

EIGHTH GRAMMAR GIRLS—M. B. VAN BENTHUYSEN, TEACHER.

1. Song — "In the Country" Class.
2. Recitation — "Chorus of Flowers," Lucy Wheelock.
 - "Honeysuckle" Irene Donaldson.
 - "Dandelion" Ella Nelson.
 - "Nasturtium" Bertha O'Neil.
 - "Forget-me-not" Lottie Brinsley.
 - "Fern" Grace Coppinger.
 - "Violet" Ada Hoyt.
3. Song — "Hosanna" Class.
4. Recitation — "The Flowers," H. W. Longfellow Florence Cooke.
5. Recitation — "Use of Flowers," Mary Howitt..... Jessie Williams.
6. Recitation — "The National Flower," Lucy Larcom..... Rebecca Carrier.
7. Recitation — From Henry Ward Beecher Class.
8. Song — "America," S. F. Smith Class.

FIRST PRIMARY BOYS—MARTHA JACKSON, TEACHER.

1. Song — "Beginning of Spring" Class.
2. Recitation — "The Dandelion," Arbor Day Manual.... Edw. Graeser, Chas. Kahlert.
3. Recitation — "The Young Dandelion," Mrs. Craik..... Tom Fairbanks.
4. Song — "Oh, the Sports of Childhood" Class.
5. Recitation — "All Yellow," Arbor Day Manual..... Harry Midas.
6. Recitation — "To the Dandelion," James R. Lowell.
 - Robt. Campbell, Joseph Boss, Edw. Helgans, Alfred Best, Geo. Heyser,
 - John Drollinger.
7. Song — "Spring Morning" Class.

FIRST PRIMARY GIRLS—ELEANORA C. DAVIS, TEACHER.

1. Song — "Spring Song" Class.
2. Recitation — "Arbor Day Acrostic," arranged by Edward C. Delano.
 - "Arbutus" Clara Greiger.
 - "Rose" Irmgaid Rochon.
 - "Buttercup" Edith Baker.
 - "Ox-eye Daisy" May Powell.
 - "Rhodora" Ada Toppf.
 - "Daffodil" Jennie Steiner.
 - "Aster" Leonore Beulah.
 - "Yellow Cowslip" Mabel Buckingham.
3. Song — "Apple Tree" Class.

SECOND PRIMARY BOYS—E. F. HANCOCK, TEACHER.

1. Song — "Winter" Class.
2. Recitation — From "Spring," Thomas Gray Sol. Sunshine.
3. Recitation — From "Song of Spring," Edw. Youl..... Erwin Gross.

4. Song—"The Spring Again Appeareth"..... Class.
5. Recitation—"Summer Longings," D. MacCarthy..... Thomas Skahan.
6. Recitation—"From "The Idler," H. E. Warner..... John Machemer.
7. Song—"Morning's Golden Light is Breaking"..... Class.
8. Recitation—"The Winter Being Over," Annie Collins..... Ernest Seauret
9. Song—"America," S. F. Smith..... Class.

SECOND PRIMARY GIRLS—EUGENIE CALLAGHAN, TEACHER.

1. Song—"O Willow, Why Forever Weep?" A. E. Allen..... Class.
2. Recitation—"Arbor Day Poem," Lillian E. Knapp..... Annie Domanschefsky.
3. Recitation—"The Orchard," O. C. Auringer..... Edna Coppinger.
4. Recitation—"Apple Tree," H. N. Powers..... Lena Lender.
5. Recitation—"Arbor Day," Henry Abbey..... Irene Laubenheimer.
6. Song—"Beginning of Spring"..... Class.
7. Recitation—"Little Acorn," M. H. Huntington..... Lillian Fish.
8. Recitation—"Hail to the Elm! the Brave Old Elm!" N. S. Dodge..... Class.

SECOND PRIMARY MIXED—MARY A. LEE, TEACHER.

1. Song—"Our Father"..... Class.
2. Recitation—"Plant Lesson," Lizzie M. Hadley..... Carrie Hannaford.
3. Recitation—"The Caterpillars," Clara D. Bates..... Addie Woolsey.
4. Song—"Morning Song"..... Class.
5. Recitation—"Spring," Charles of Orleans..... Tenie Rabus.
6. Recitation—"Song of Spring," Edward Youl..... Jacob Weisenstein.
7. Song—"The Robin's Song"..... Class.
8. Recitation—"Return of Spring," from the French, P. Rousard..... Willie Vogt.
9. Song—"America," S. F. Smith..... Class.

THIRD PRIMARY BOYS—E. BOULTON, TEACHER.

1. Song—"Swinging 'Neath the Old Apple-tree"..... Class.
2. Recitation—"Spring," Mrs. Hemans..... Allen Cobb.
3. Recitation—"Spring," R. Townley..... Percy Andrew.
4. Recitation—"Arbutus"..... Joe Faubel.
5. Recitation—"Violets," N. P. Willis..... Phineas Fanning.
6. Song—"Beginning of Spring"..... Class.
7. Recitation—"The Oak," H. F. Chorley..... H. Molley.
8. Recitation—"The Oak," Mrs. E. O. Smith..... H. Smith.
9. Recitation—"The Oak," R. W. Emerson..... A. Connard.
10. Song—"See How the Fields are Waking!"..... Class.
11. Recitation—"Hail to the Trees"..... Class.

THIRD PRIMARY GIRLS—B. M. SCOFIELD, TEACHER.

1. Song—"Swinging 'Neath the Old Apple-tree"..... Class.
2. Recitation—"Spring," Mrs. Hemans..... Clara Hoyt.
3. Recitation—"Spring," R. Townley..... May Powell.
4. Recitation—"Arbutus"..... Sadie Hansen.
5. Recitation—"Violets," N. P. Willis..... Johannah Williams.
6. Song—"Beginning of Spring"..... Class.
7. Recitation—"The Oak," H. F. Chorley..... Maggie Russel.
8. Recitation—"The Oak," Mrs. E. O. Smith..... E. Gold.
9. Recitation—"The Oak," R. W. Emerson..... C. Freund.
10. Song—"See How the Fields are Waking!"..... Class.
11. Recitation—"Hail to the Tree!"..... Class.

THIRD PRIMARY MIXED—MARY E. QUINN, TEACHER.

1. Song—"America," S. F. Smith..... Class.
2. Recitation—"Treasures of the Wood," from "American Teacher."
 "Acorns"..... Charles Schegg.
 "Pine Cones"..... Adam Cornel

- 3. Song—"Spring"..... Class.
 "Pussy Willow"..... Martha Dattlebaum.
 "Moss"..... Annie Sherman.
 "Violets"..... Mamie Lender.
- 4. Song—"The Red, White and Blue," D. T. Shaw..... Class.

PRIMARY SCHOOL NO. 61—CHARLOTTE F. SHEVILLE, BRANCH PRINCIPAL.

- 1. Song—"America"..... School.
- 2. Recitations—"Choosing a Tree."
 - 1. Introduction..... Stanley Wolfe.
 - 2. "Why We Plant Trees"..... Harry Hornbeck.
 - 3. "The Pine Tree"..... Bessie Alford.
 - 4. "The Apple Tree"..... Harry Baker.
 - 5. "The Willow Tree"..... Annie Kraft.
 - 6. "The Oak Tree"..... John Boschen.
 - 7. "An Orchard"..... Gussie Thorley.
 - 8. "Hints for Planting Trees"..... Howard Gold.
 - 9. "History of Arbor Day"..... Eva Passarge.
 - 10. "We'll Plant an Ivy"..... Eddie Eisenburger.
- 3. Song—"He Shall Feed His Flock"..... School.
- 4. Recitations.
 - 1. "Mamma's Flowers"..... Dora Semken.
 - 2. "The Cowslip"..... Helen Pickering.
 - 3. "The Buttercup"..... Carrie Carner.
- 5. Recitations.
 - 1. "We Plant the Ship"..... Frank Morgan.
 - 2. "We Plant the House"..... George Belzer.
 - 3. "We Plant All Things"..... William Collins.
- 6. Song—"The Little Seed"..... School.
- 7. Recitations.
 - 1. "The Violet"..... Belle Morton.
 - 2. "The Daisy"..... Vera Gross.
- 8. Recitations—"The Flowers' Reunion"..... Egbert Nelson.
- 9. Song—"Sleep, Baby, Sleep"..... School.

7. VOTE FOR STATE FLOWER, 1890.

The following statement shows the result of the vote for State flower, so far as has been reported to this Department:

Varieties.	Votes received.	Varieties.	Votes received.
Golden rod	81,308	Lily	16,438
Rose	79,666	Lily of the valley	11,626
Daisy	33,603	Trailing arbutus	7,888
Violet	31,176	Buttercup	6,127
Pansy	21,202	Scattering	29,045
Total			318,079

The scattering votes were distributed through 121 different varieties.

8. DISTRICTS OBSERVING AND TREES PLANTED, ARBOR DAY, MAY 2, 1890.

School Commissioner Districts.

COUNTIES.	Dis- tricts	School districts observing,	Trees planted.
Albany.....	1	33	110
Albany.....	2	37	123
Albany.....	3	35	241
Allegany.....	1	86	390
Allegany.....	2	70	256
Broome.....	1	114	336
Broome.....	2	98	72
Cattaraugus.....	1	86	367
Cattaraugus.....	2	104	339
Cayuga.....	1	56	131
Cayuga.....	2	93	385
Chautauqua.....	1	66	195
Chautauqua.....	2	85	321
Chautauqua.....	3	76	292
Chemung.....	.....	85	472
Chenango.....	1	117	367
Chenango.....	2	115	324
Clinton.....	1	49	81
Clinton.....	2	80	251
Columbia.....	1	61	161
Columbia.....	2	78	166
Cortland.....	1	65	199
Cortland.....	2	55	146
Delaware.....	1	132	326
Delaware.....	2	125	354
Dutchess.....	1	111	265
Dutchess.....	2	65	121
Erie.....	1	59	267
Erie.....	2	60	226
Erie.....	3	68	168
Essex.....	1	59	157
Essex.....	2	59	219
Franklin.....	1	60	318
Franklin.....	2	48	262
Fulton.....	.....	75	230
Genesee.....	.....	119	391
Greene.....	1	52	191
Greene.....	2	44	188
Hamilton.....	.....	37	19
Herkimer.....	1	67	215
Herkimer.....	2	62	224
Jefferson.....	1	80	297
Jefferson.....	2	68	257
Jefferson.....	3	77	167
Kings.....	.....	15	33
Lewis.....	1	47	146
Lewis.....	2	73	320
Livingston.....	1	85	383
Livingston.....	2	62	267
Madison.....	1	111	260
Madison.....	2	92	165
Monroe.....	1	76	262
Monroe.....	2	98	437
Montgomery.....	.....	84	331
Niagara.....	1	51	175
Niagara.....	2	79	386
Oneida.....	1	40	126
Oneida.....	2	70	199
Oneida.....	3	73	256
Oneida.....	4	90	235
Onondaga.....	1	64	201
Onondaga.....	2	75	214
Onondaga.....	3	58	204
Ontario.....	1	72	215
Orange.....	2	88	291
Orange.....	1	47	134
Orange.....	2	89	224
Orleans.....	.....	83	426
Oswego.....	1	75	236
Oswego.....	2	56	217
Oswego.....	3	95	415

School Commissioner Districts — (Continued).

COUNTIES.	Dis- tricts	School districts observing.	Trees planted.
Otsego	1	107	335
Otsego	2	110	328
Putnam .....	.....	47	95
Queens	1	37	77
Queens	2	39	91
Rensselaer	1	68	167
Rensselaer	2	54	155
Richmond .....	.....	21	54
Rockland .....	.....	42	47
St. Lawrence	1	123	384
St. Lawrence	2	109	457
St. Lawrence	3	62	291
Saratoga	1	79	140
Saratoga	2	97	248
Schenectady .....	.....	45	222
Schoharie	1	70	288
Schoharie	2	47	283
Schuyler .....	.....	55	306
Seneca .....	.....	70	320
Steuben	1	100	485
Steuben	2	123	387
Suffolk	1	45	102
Suffolk	2	66	101
Sullivan	1	63	235
Sullivan	2	63	274
Tioga .....	.....	110	383
Tompkins	1	56	190
Tompkins	2	80	247
Ulster	1	41	115
Ulster	2	73	151
Ulster	3	82	238
Warren .....	.....	95	205
Washington	1	76	205
Washington	2	53	140
Wayne	1	78	315
Wayne	2	79	255
Westchester	1	20	50
Westchester	2	33	78
Westchester	3	54	80
Wyoming	1	82	269
Wyoming	2	58	129
Yates .....	.....	75	401
Total .....	.....	8,106	26,658

Cities.

CITIES.	Trees planted.	CITIES.	Trees planted.
Albany	1	Newburgh	0
Auburn	3	Ogdensburg	4
Binghamton	8	Poughkeepsie	7
Brooklyn	138	Rochester	15
Buffalo	76	Schenectady	8
Dunkirk	46	Utica	7
Elmira	0	Watertown	45
Hudson	1	Yonkers	8
Jamestown	27		
Lockport	5	Total	439
Long Island City	37		

Normal Schools.

SCHOOL.	Trees planted.	SCHOOL.	Trees planted.
Brockport	8	Oneonta	4
Buffalo	2	Oswego	6
Geneseo	10		
New Paltz	3	Total	33

TOTAL NUMBER TREES PLANTED.

School commissioner districts.....	26,658
Cities	439
Normal schools.....	33
Total	<u>27,130</u>

9. BEST KEPT SCHOOL GROUNDS, 1890.

REPORT OF COMMITTEE.

ALBANY, October 18, 1890.

Hon. A. S. DRAPER, LL. D., *Superintendent of Public Instruction, Albany, N. Y.*:

SIR.—Your committee appointed to award the prizes offered by William A. Wadsworth, Esq., of Geneseo, N. Y., for the best kept district school grounds, respectfully submits the following report:

Fifteen sets of photographs, plans and descriptions of grounds were submitted to the committee as competing for the prize. At the very outset a difficulty presented itself which your committee felt it necessary to settle before proceeding with the critical and comparative examination of the claims of the districts. Among the photographs sent, were several showing beautiful and attractive grounds connected with large and flourishing schools in villages ranging in population from 1,200 to 8,000. Your committee after careful deliberation and full consideration of the wishes of the generous donor of the prizes, decided to restrict the competition to such schools as might properly be called *rural* as well as district schools. It was, therefore, agreed that exhibits numbered 8, 9, 10, 12 and 14 should not be considered in the competition, inasmuch as they were not rural schools, though they were in a sense district schools. It was understood to be Mr. Wadsworth's desire and purpose in offering the prize, to stimulate the *country* district schools to provide attractive sites and surroundings for their school buildings and to keep the grounds in good condition and the buildings in good repair, and it was for this reason that your committee deemed it to be its duty to restrict the competition to such exhibits as might properly be termed *rural* schools.

Your committee proceeded in a systematic manner to consider the claims of each school to the prize. Every photograph, drawing and description was examined with the utmost care for the purpose of determining the attention bestowed upon grounds, the arrangement and artistic effect of the trees and shrubs and flowers, the condition of the school building itself, the situation of the outbuildings, and indeed everything that tended to give a pleasing effect to the eye and at the same time fulfill the purposes of a proper school-yard. After a careful examination of all the evidence submitted, your committee unanimously decided to award the first prize to the school district No. 12, Columbus, Chenango county, and the second prize to school district No. 11, Watervliet, Albany county.

Your committee before concluding its report desires to express the opinion that nothing which has been thought of will be a greater stimulus to the rural district to provide and maintain suitable grounds and buildings for the education of the young, than the generous prizes offered by Mr. Wadsworth, and it feels confident that hundreds of districts will enter the lists as competitors if he should continue his offer for next year. There is great need that a deeper interest in the school building and its surroundings should be awakened, and there can be no doubt that Mr. Wadsworth has done the State a great service by the liberal encouragement he has given the rural communities to improve and beautify their school-houses and lawns, which are often neither attractive nor tidy.

The above report is respectfully submitted.

WILLIAM J. MILNE,
J. RUSSELL PARSONS, JR.,
WILLIAM S. EGERTON,
Committee.

DESCRIPTION OF SCHOOL GROUNDS.

COLUMBUS, CHENANGO COUNTY, N. Y., }
September 27, 1890. }

Park School District No. 12 is located in the town of Columbus, Chenango county, one mile west of Unadilla river, commanding a fine view of the valley. The school ground contains one and one-eighth acres and is well fenced with posts and boards except on road-side where no fence is required. Evergreen trees are planted as a wind-break on the north and west sides; on the east are planted a variety of trees, viz.: Norway spruce, balsam fir, cedar, tamarack, pine, maple, cherry, ash, beech, poplar, elm, apple, thorn and locust. Upon the south is a natural growth of hemlock shrubbery, covering about one-fourth of the ground, and is of itself a beautiful park, from which the school derives its name. The school-house is furnished with modern desks, charts and maps upon the walls, teacher's desk of hard wood, globe and dissected maps upon the table. The inside finish is of hard wood. Arbor Day has been observed since the school-house was built, seven years past. In front of house is a well-kept lawn unbroken by drives or walks. Patrons of district have taken great pride in beautifying house and grounds and have high hopes of winning prize.

Respectfully yours,

D. L. NORTON,
Sole Trustee.

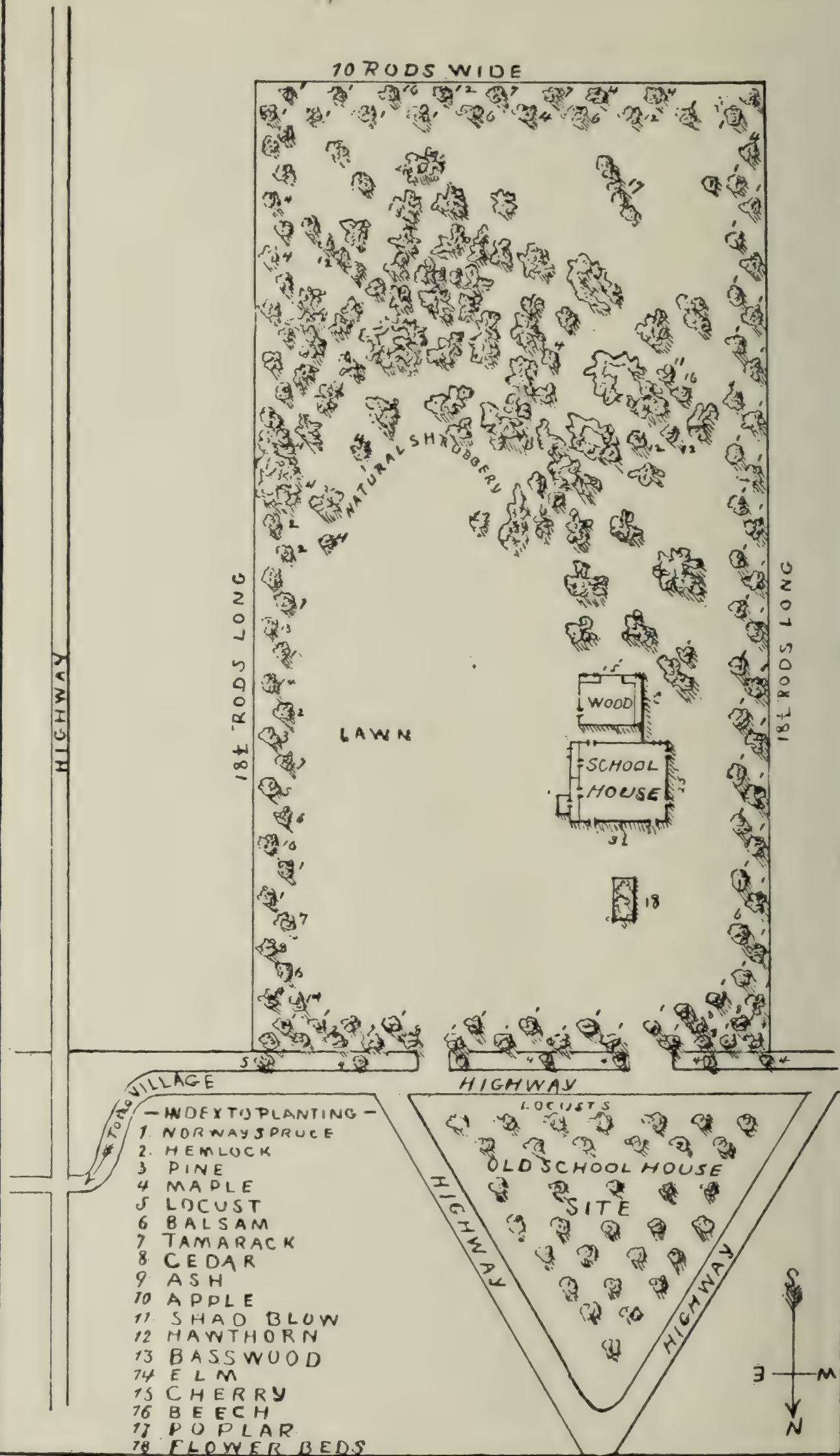
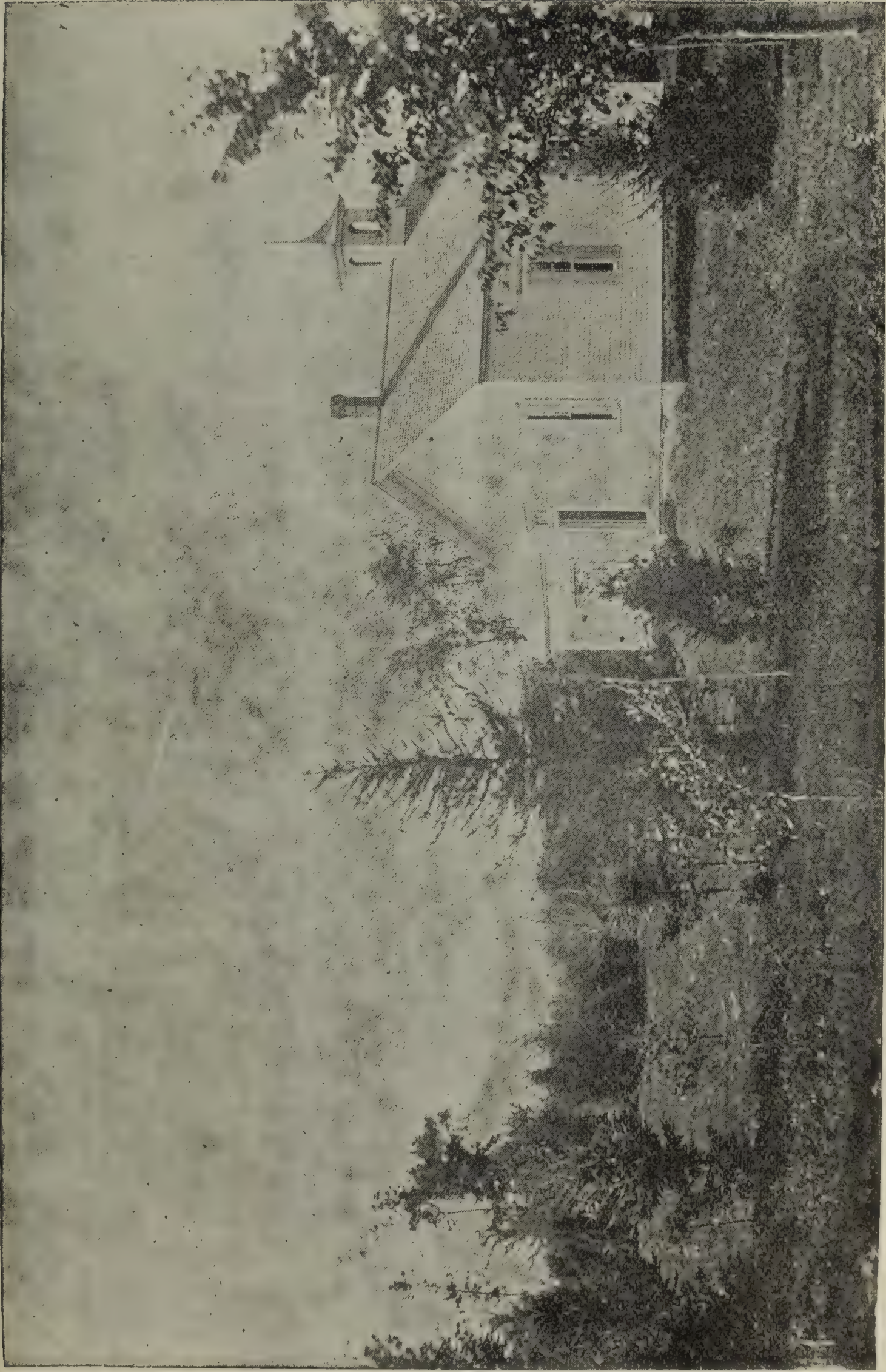


DIAGRAM OF SCHOOL GROUNDS.
SCHOOL DISTRICT No. 12, COLUMBUS, CHENANGO COUNTY.



SCHOOL GROUNDS, SCHOOL DISTRICT No. 12, COLUMBUS, CHENANGO COUNTY.

AWARDED FIRST PRIZE, \$100, FOR BEST KEPT SCHOOL GROUNDS.

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OF THE
UNIVERSITY OF CALIFORNIA

182 feet = Picket fence.

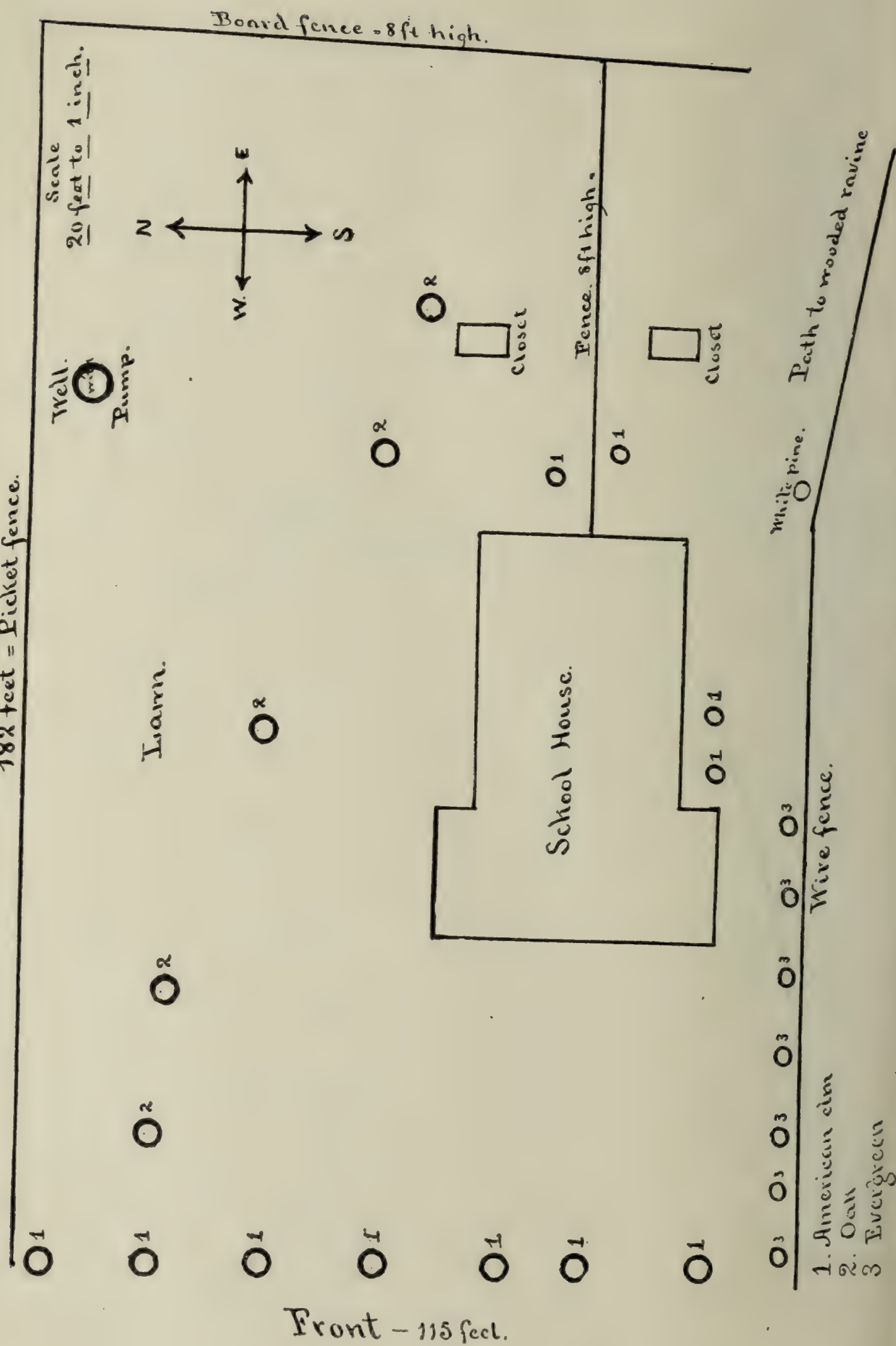
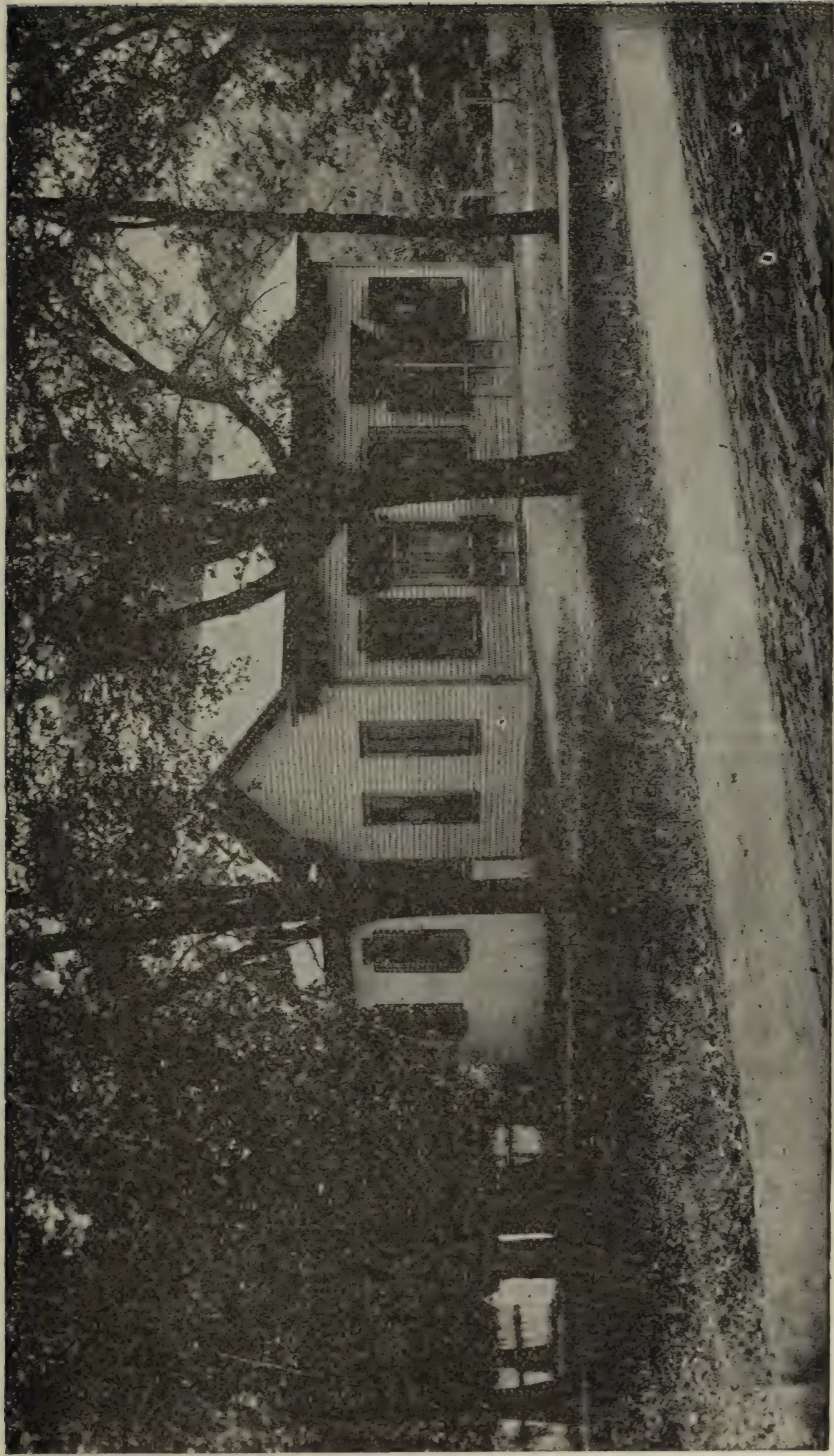


DIAGRAM OF SCHOOL GROUNDS.



SCHOOL-HOUSE AND GROUNDS.

DISTRICT No. 11, WATERVLIET, ALBANY COUNTY (LOUDONVILLE). AWARDED SECOND PRIZE, \$50

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OF THE
UNIVERSITY OF MICHIGAN

LOUDONVILLE, N. Y., *September 29, 1890.*

The accompanying photographs and diagram represent the school building and grounds of Union Free School District No. 11, town of Watervliet, Albany county, N. Y.

The lot is nearly a parallelogram 115 feet wide, fronting west on the Albany and Mohawk plank-road and open to the road, except as separated by a row of elms, the school-house standing about seventy-five feet back from the road line. Lot is 182 feet deep on the north side, measuring from the line of elms in front, and is inclosed on this side by a picket fence; rear of lot slopes abruptly to a wooded ravine, from which it is separated by a whitewashed board fence eight feet high, except for a distance of about forty feet in the southeast corner which is open to the ravine. South side of lot is inclosed by a wire fence, and rear of lot is divided by whitewashed board fence eight feet high, which separates the privies. Outbuildings are furnished with locks, and are well kept and cared for, conforming to Health and Decency Act of 1887. These, as well as the school-house, are thoroughly cleaned and renovated during the summer vacations. A gentle slope to the east gives good drainage to the grounds. A well forty-five feet deep, dug during the past year, bricked up from bottom to top and furnished with pump, gives an abundant supply of water for the school. The grounds are well graveled in front of the school-house, as shown by penciling, on diagram, and graveled paths lead to the outbuildings, to the well, and to the ravine in the rear. Such part of the grounds as is not graveled, is in lawn with a good growth of grass, which is cut when necessary. The large trees on the lot are American elms and oaks. The line of seven elms (1) along the front are all large trees and were planted some thirty-five years ago by the teacher and pupils of the school at that time, who thus anticipated Arbor Day by many a year. The irregular line of five trees marked (2) is of oaks, which are still older than the elms. The largest of these oaks measures thirteen feet six inches around at the ground, and is about nine feet in girth at the height of five feet. There are also two smaller elms shown in rear of school-house, and a pair near the building on the south side. The tree shown at the south end of the high board fence, in rear, is a large oak, and the one to the south, just outside the boundary line, a very large willow. This and the elm shown outside the line to the south were until recently open to the school grounds, although not on the property of the district.

Arbor Day has been observed by the school for the past two years. On these occasions the row of small pines (3) shown along the south border were planted, and the children were shown the method of grafting trees. Woodbine has been started along the fence in the rear.

The principal department is seated with single, patent desks and is otherwise furnished with a teacher's desk, two book-cases, one wardrobe, Webster's Unabridged Dictionary, globe, text-books, and other books of reference. Also a manikin for aid in the study of physiology. Blackboards extend on all sides of the room.

The primary-room is seated with double seats, with a teacher's desk, and has blackboards on three sides of the room.

Both rooms have patent self-rolling window curtains, and both rooms are warmed with stoves. The present school board has in its possession the minutes and records of the school from the year 1812, a period of seventy-eight years. The school is taught by two female teachers, a principal and an assistant, for ten months each year.

Improvements have been made, in the belief that every effort made to ornament and beautify the school-house or the school-grounds, is an effective object lesson for the children, the results of which are as beneficial and lasting as any part of the mental training that a child can receive in school.

J. C. HUGHSON,
EDWARD EASTON,
WM. M. STETSON,

Trustees.

CORRESPONDENCE.

[Department letter.]

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION, }
 SUPERINTENDENT'S OFFICE, }
 ALBANY, October 20, 1890.

D. L. NORTON, Esq., *Sole Trustee School District No. 12, Columbus, Chenango County, N. Y.:*

DEAR SIR.—I had the pleasure of telegraphing School Commissioner Hayes on Saturday last that the committee appointed to examine the photographs and statements submitted by the various school districts in competition for the best kept district school grounds in the State, had awarded the first prize to your district.

I desire to congratulate you and your people upon this result. As soon as the committee can make out a formal report and submit the same to Mr. Wadsworth, I presume remittance will be promptly made.

In order that we may prepare a suitable engraving of your school-house and grounds, for publication in the next Arbor Day circular, I would like to have you furnish us, if possible, with a clearer photograph, showing your school-house and grounds from the best possible advantage. You will also cause to be prepared a diagram showing the exact outline of your grounds, indicating the location of school-house, trees, etc. It would be well to employ some person who can do this according to a scale. It is not easy to determine from the photographs sent by you, which is the front of your school building.

I am, yours respectfully,

A. S. DRAPER,

Superintendent.

REPLY.

COLUMBUS, N. Y., October 24, 1890.

Hon. A. S. DRAPER, *Albany, N. Y.:*

DEAR SIR.—Your letter of October twentieth was duly received and contents noted. Allow me to thank your committee for the district for awarding first prize, and let me assure you that district No. 12 in the future, as in the past, will endeavor to hold her position as having the best kept grounds and buildings in the State. Your request for a clearer photograph and diagram will be granted at the earliest possible date. We propose to hoist the "American flag" over the building in honor of Mr. Wadsworth.

Respectfully yours,

D. L. NORTON.

[Department letter.]

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION, }
 SUPERINTENDENT'S OFFICE, }
 ALBANY, November 18, 1890.

JOHN C. HUGHSON, EDWARD EASTON and WILLIAM M. STETSON, *Trustees School District No. 11, town of Watervliet, Loudonville, Albany county, N. Y.:*

GENTLEMEN.—I take pleasure in informing you that your school district has been awarded the second prize, fifty dollars, by William A. Wadsworth, of Geneseo, Livingston county, for the second-best kept district school grounds in the State. Inclosed please find check on the Park bank, of Albany, for fifty dollars which I transmit to you at the request of Mr. Wadsworth. Please accept my congratulations to you and your co-workers in your district upon the successful competition for this prize. I am sure it will be a partial reward to you for the care which you have taken of your school grounds, and it will be an encouragement to continue this care in the future. Such acknowledgment as you see fit to make will be published in connection with this matter in the forthcoming annual report of this Department. I am,

Respectfully yours,

A. S. DRAPER

Superintendent.

REPLY.

ALBANY, N. Y., November 24, 1890.

HON. A. S. DRAPER, *Superintendent of Public Instruction, Albany, N. Y.:*

DEAR SIR.—The trustees of Union Free School District No. 11, town of Watervliet, acknowledge receipt of check for fifty dollars, the second prize offered by William A. Wadsworth, for care of school-house grounds. The amount will be used for further improvement. The trustees thank Mr. Wadsworth for his liberality, and trust that his action may be an incitement to general improvement, and that he may live to see all school-houses, the gems that stud the bosom of the State, surrounded by appropriate and attractive settings.

Yours respectfully,

WILLIAM M. STETSON,

For Board of Trustees.

EXHIBIT No. 18.

TEACHERS' INSTITUTES.

1. INSTITUTE CONDUCTORS — NAMES AND ADDRESSES.
 2. REPORTS OF INSTITUTE CONDUCTORS.
 3. SAMPLE INSTITUTE PROGRAMS.
 4. INDUSTRIAL DRAWING IN INSTITUTES — SYLLABUS No. 2 OF A
COURSE OF INSTRUCTION.
 5. STATISTICAL TABLES.
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TEACHERS' INSTITUTES.

1. INSTITUTE CONDUCTORS.

NAMES AND ADDRESSES.

Henry R. Sanford, A. M.	Penn Yan.
Samuel H. Albro, A. M., Ph. D.	Fredonia.
Charles T. Barnes	Sauquoit.
Isaac H. Stout, A. M.	Geneva.
Augustus S. Downing, A. M.	Palmyra.
Miss Ella L. Richardson (Drawing)	Auburn.

2. REPORTS OF INSTITUTE CONDUCTORS.

REPORT OF PROFESSOR HENRY R. SANFORD.

HON. A. S. DRAPER, *State Superintendent of Public Instruction*:

DEAR SIR.—The institutes held during the year now closing have been well attended, and the teachers have manifested a good interest in the work presented, but as usual the greatest enthusiasm has been shown by the most experienced and best educated teachers.

The school authorities of some villages availed themselves of the recent amendment to the school law exempting them from the necessity of closing their schools for the institute, while others closed as formerly. The effect of holding an institute in a village or city whose schools are in session is demoralizing to both interests. If the school board will not close its schools it would be better to hold the institute elsewhere.

Each succeeding year shows the advantages resulting from a separate institute for each commissioner district. Even some district institutes are too large for the best practical effect upon the schools. I do not believe that the union of two or more commissioner districts in an institute is ever advantageous.

The cordial coöperation of the normal schools continues, and is productive of great good, both to the members of the institutes and to the normal schools themselves. A few local teachers are usually found who can and do give good institute exercises.

As frequent changes of teachers act against the best interests of schools, so the annual rotation of institute conductors has always lessened to a great extent permanent improvements in the schools through this agency. I renew my former recommendation that conductors be ordinarily assigned to an institute for a period of three or four years, and thereby be enabled to lay out their work in a series, and to watch its results in actual practice.

If commissioners would be satisfied to leave the Department entirely free from interference in assigning conductors to the different districts, and in fixing the dates of institutes, the work would be more efficiently done, the commissioners and teachers would be just as well, probably better, satisfied, the conductors would be saved from making many needless and exhausting journeys in crossing and recrossing the State, and expenses would be materially lessened.

The local accommodations in the matter of a proper room for the sessions and boarding places for the teachers are not always what they should be. Commissioners should, I think, give to the Department assurances as to these matters before receiving an appointment for an institute. This annual gathering brings to the village or city a large amount of money, and there ought to be no difficulty in securing all necessary local accommodations.

I have uniformly urged teachers to take and read some educational paper, and to read each year at least one educational book.

I find everywhere abundant evidence of the good results derived from the operation of the uniform examinations. The greatest evil of our school system has been the employment of large numbers of wholly incompetent teachers, and while the ideal condition has not yet been reached, still the failure of five or six thousand incompetent persons each year to secure even a third-grade certificate, has immensely improved the efficiency of the schools; trustees are now seeking teachers, and a steady and healthy advance in salaries paid is being made; teachers have been greatly stimulated to seek better qualifications and a higher grade of certificates; the normal schools are overflowing with students preparing for better work, and the whole educational system has been uplifted as never before.

The system of preparing questions for the State examinations, and the uniform examinations held in each commissioner district under State direction, has become so complete that a brief statement of it may not be uninteresting. The work is done under the immediate and personal supervision of the State Superintendent of Public Instruction by the members of the institute faculty, together with the inspector of teachers' classes and the examination clerk of the Department of Public Instruction, each of whom as a special committee prepares the questions for one or more subjects. At a meeting of the full board these questions are read and after full discussion are adopted, modified, or rejected.

After adjournment each member arranges and copies his questions, and prepares the answers. At another meeting, usually held some weeks later, the revised questions with answers, copied out as carefully as possible, are presented for final review. At this meeting each member reads all the questions and answers, when further corrections, changes and rejections are sometimes found necessary, the eye revealing what the ear failed to discover.

In the discussion of these questions, in the words of our late associate, Dr. John H. French, "No one here has any friends." Furthermore the State Superintendent occasionally interposes a veto which proves very valuable.

The style of questioning which sometimes involves an answer of but a word or two is made necessary by the very short time that can be allowed the candidates for answering the questions.

Permit me again to express my sincere thanks for the uniform kindness and courtesy which I have ever received from you, from the Deputy Superintendent, and from every one connected with the Department.

Yours truly,

HENRY R. SANFORD.

PENN YAN, November 28, 1890.

REPORT OF PROFESSOR SAMUEL H. ALBRO.

HON. A. S. DRAPER, *Superintendent of Public Instruction* :

SIR.—The present condition of the teachers' institutes and the methods employed in conducting them are much the same as a year ago. An account of my work for this year would not materially differ from my last report. No better mode of responding to your annual call for a report of my work occurs to me than that of pointing out some defects still existing, and some improvements needed in management and instruction.

Perhaps a good way to get a clear view of needed improvements will be to compare a *real* institute with an ideal one, what is with what *ought to be*. The school commissioner ought to secure a suitable hall to meet in — a room of proper dimensions, supplied with comfortable seats compactly arranged, and with light and air. In obedience to the call of the commissioner all the teachers belonging to the institute ought to be in attendance at the opening session and at every subsequent one; the commissioner ought to assign to each teacher a seat to be occupied permanently during the week, and he ought to see that his directions are faithfully carried out; the teachers ought to come to the institute with the expectation of rendering a cheerful compliance with all the directions of the commissioner made with a view to organize the institute into a well-disciplined and well-conducted school; the teachers ought also to come with the expectation of receiving instruction and helpful suggestions worthy of close attention and careful consideration; lastly, and most important of all, the teachers of all grades of ability and experience ought to meet at the institute instructors able and prepared to meet those reasonable expectations; the subjects of discussion ought always to be practical and worthy of the occasion, the discussion of them ought to be models of clear analysis and dignified language.

It is agreeable to reflect upon the progress the average teachers' institute has made within the last few years toward the ideal I have here pictured, but there is yet a wide gap to be filled by further improvement. Let us look at some of the defects that are still calling for a remedy.

We often find an institute assembled in a room so ill adapted to its wants or so forbidding in aspect as to dispel, at the outset, the hope of accomplishing the results that might be expected with better environments. One of the commonest places of meeting is a courtroom; one can hardly find a worse place for the purpose. Sometimes a small institute will be put into a great opera house; what could be

more dreary? Sometimes we meet in small village halls where light and pure air are not to be had. Again, although the commissioner issues his call to all the teachers in his district, officially notifying them that he expects them to be present, in many districts those teachers whose schools do not happen to be in session at the time, and who consequently will not receive any money for the time spent at the institute, feel at liberty to be absent, and in great numbers are absent from a portion or all of the sessions of the institute. This seems to me to be a gross misconception on the part of the teachers of their duty in the matter, and that such a course is allowed is an indication of laxity on the part of the commissioner in the performance of his duty. That the commissioner has the power to bring all the teachers to his institute is evident from the fact that the more efficient of them do exercise this authority effectively.

As to the instruction given at the institutes, some of it ought to be better in quality and better suited to the wants of the teachers who listen to it. I do not speak of the instruction given by the institute conductors; this does not fall within my province; let commissioners and others criticise them. I speak of the instruction of others who are sent to assist the conductors. A large portion of this work is most excellent. I have frequently listened to one short lesson of forty-five minutes' duration, so rich in thought and suggestion as to amply repay the teachers who listen to it for the trouble and expense of a week's attendance; and this may be said as well of the work done by some of the local teachers in attendance, as of that done by instructors who come to help us from the normal schools. But the instruction is not all of this sort. Persons sometimes come before an institute with nothing but rambling thoughts to express. Those who listen fail to get anything practical, coherent, or tangible. Sometimes the chief aim seems to be to make a display of learning, sometimes solely to amuse. This waste of time and energy could easily be avoided by the exercise of care and skill in making the program. The commissioner and the conductor should make the program after diligent inquiry and close consultation together; this is not done at present, and I do not see how it can be done without adopting a plan which I shall recommend before closing this report.

If I have been successful in making an intelligible statement of facts, you will readily perceive that the main defects in our institutes spring from two sources:

First. Faults in management, such as hiring halls unfit for the purpose, failure to secure a full attendance, and lack of organization and discipline.

Second. Failure sometimes to secure good instructors. The faults of the first class must be laid to the commissioners. They are the local officers whose business it is to attend to these things. Many of them perform these duties efficiently. If all were as faithful and as competent as some are, the defects I have referred to would disappear, and great improvement would be wrought. The remedy needed is one which will prevent the election of unfit men to the office of school commissioner. Our system is at fault. Men who are not qualified for the office, or who seek it for the purpose of drawing their salary without attending to its duties, will sometimes secure nomination and election at the hands of political parties. The law

ought to impose some requirements for eligibility to the office involving educational qualifications, together with experience and practical knowledge of schools. Even the best commissioners could accomplish vastly more under a better system than ours. In the State of Indiana, where a whole township elects a sole trustee to manage the schools, and the trustees of the county elect the county commissioner or superintendent, the latter officer co-operates with the trustees in much the same way as our city superintendents do with the boards of education. An institute in Indiana, called to meet on Monday morning at 9 o'clock, and in the summer vacation, opened with nearly every teacher present.

The remedy for faults in the character of some of the instruction given at institutes is to be found, as I have already observed, in the exercise of greater care and maturer deliberations in making up the programs. The conductor of the institute ought to have a much larger share in this part of the work than he now has, or can have, so long as he operates in so many and so widely scattered fields. The needed remedy for this evil could be found by giving each institute conductor a section of the State for his exclusive field of operation for a term of years. My conviction of the advantages of such a plan have not changed since I urged it in my first annual report, except to grow stronger. Allow me again to enumerate some of the reasons for recommending this plan:

1. The conductor and the commissioner would become thoroughly acquainted with each other, and take frequent counsel with each other in regard to the many matters in which they are mutually concerned. This would, in great measure, remove the difficulties to which I have referred above, in the management of institutes.

2. The conductor would have ample opportunity to advise with the commissioner in the matter of preparing the institute program. The conductor, as well as the commissioner, would be acquainted with the wants of the teachers, and with the instructors to be obtained for the institutes, whether local teachers or instructors from normal schools in the vicinity.

3. The conductor would be able to systematize the course of instruction at the institutes under his sole charge.

4. The conductor might have considerable time to visit the schools in his section, acquaint himself with their condition, and in this way greatly increase his usefulness. For, if the State were equally divided among the five conductors, there would be only twenty-two institutes a year for each of them, while under the present system I have been appointed to thirty the present year. The plan I propose, therefore would give me eight weeks in the year in which to visit schools and otherwise prepare myself for more effective and satisfactory work.

5. The conductor would have an opportunity to cultivate the acquaintance of the teachers who belonged to his section of the State, and there would naturally spring up a feeling of mutual fellowship and confidence which would tend greatly to strengthen the conductor's influence.

6. In accordance with a universal law of nature, an enlargement of his personal interest and responsibility would result in a corresponding

increase of faithfulness and assiduity on the part of the conductor. A man will sow better when he expects to reap.

7. There would be a great deal of economy of vital energy for the conductor and some saving of expense to the State, by diminishing the amount of travel to reach points in distant parts of the State.

I will not extend this enumeration of particular benefits that might arise from the plan I have suggested. I respectfully request that this subject receive your careful consideration.

Yours, very respectfully,

S. H. ALBRO.

FREDONIA, November 1, 1890.

REPORT OF PROFESSOR CHARLES T. BARNES.

Hon. A. S. DRAPER, *Superintendent of Public Instruction* :

SIR.—I herewith submit my report of the work done by me during the past year. I have personally conducted twenty institutes, each of which was in a separate commissioner district; have prepared the examination questions allotted to me; have attended the several meetings of the institute faculty, and have read and marked the papers of the State examination in the following subjects: American history, general history, general literature, and civil government and school law.

The plan of holding district institutes seems to be generally accepted as the proper one. The institutes which I have conducted during the past year have been remarkable in at least three respects:

1. The attendance has been larger and more regular, while the order and attention to the work done have been almost perfect. The disposition to question closely has been steadily growing throughout the year, and at many institutes discussions by teachers have been spirited and productive of much good. 3. The general feeling of good-will towards institute and conductor has been marked, and I have to acknowledge the receipt of courtesies almost without limit. Criticisms of institute work have lost much of their former bitterness, and are in the main favorable. Some excellent work has been done during the year by local teachers, though some of the commissioners have failed to secure help from this source. The normal school principals and teachers have again responded freely and gladly to the call for help, and have given admirable instruction at many of my institutes. On the whole, I am satisfied that the habit of sending only one conductor to each institute is a wise one. I am of the opinion that the instruction in form-study and drawing, by Miss Richardson and others, has been more satisfactory to the teachers than that of any previous year. I find upon inquiry that very many of the teachers, even in the rural districts, are teaching drawing as best they may in their several schools. The evidence is conclusive that presenting this subject from year to year in institutes has been productive of great good throughout the entire State.

The educational standard is much higher than ever before, while the *personnel* of the teachers has steadily changed for the better

during the year. The number of teachers who contemplate making teaching a profession is constantly increasing; in many localities salaries are advancing, and the educational outlook is encouraging. There seems to be less and less fault found with the system of uniform examinations as the years go by, and as teachers and patrons come to understand them better. In conversing with many of the teachers in cities where I have held institutes, the wish has been often expressed that the benefits of institute instruction might be extended to the city teachers.

Interest in the illustrated lectures is greater even than last year, and I think it may be well to continue them from year to year. I respectfully recommend that in future institutes the afternoon session be only two hours in length. Please accept my thanks for favors received during the year from your Department.

Yours respectfully,

CHAS. T. BARNES.

SAUQUOIT, *December 1, 1890.*

REPORT OF PROFESSOR ISAAC H. STOUT.

Hon. A. S. DRAPER, *Superintendent of Public Instruction :*

SIR.—In compliance with your instructions, I submit the following report as conductor of teachers' institutes:

All work assigned me during the year, by the Department, has been completed, with the exception of four institutes yet to be held, and the fall meeting for the consideration of uniform examination questions appointed for the week of November 24, 1890.

The institutes so far held during this year have shown the same regularity of attendance on the part of the teachers that particularly characterized those of last year, while the interest evinced and the professional spirit displayed by those in attendance have been greater than ever before in my experience. Almost without exception the experienced teachers in the several districts have given the conductor their hearty co-operation in the work of the institute, thus contributing in a marked degree to whatever of success was attained in advancing the standard of educational work through this particular agency.

The valuable assistance rendered by the several normal school faculties has, as formerly, been one of the leading features of the institutes of the present year and should be secured in the future to as great extent as may be possible without injury to the work in those schools. The work done by local teachers has very generally been good, and acceptable to the teachers in attendance.

The close attention given by the members of the teachers' training classes to the work in hand and their lively interest in everything pertaining to professional instruction has been exceedingly gratifying, and must be accepted in proof of the value of these classes as a means for securing professional work on the part of teachers in rural schools.

The exercise in each institute on the subject of school records is always of interest to the teachers, and must do much to improve the value of statistics compiled from school registers, as well as to relieve trustees and commissioners of much unnecessary annoyance in connection with the making of their annual reports.

The several commissioners with whom I have been associated during the year have, without exception, exerted themselves to secure the best possible results from the institute, and are to be commended for energetic and intelligent effort in this direction. It is sincerely to be hoped that those who are to succeed many of these men for the coming term will give the same conscientious efforts in this particular line of school work.

The labor of preparing examinations for the year has been somewhat onerous, owing to the great care that has been taken by the faculty in the compilation and criticism of the questions, and to the extreme difficulty of preparing so many sets without too much of repetition. The method now pursued seems to be the only safe one so far tried, and, although it adds very largely to the work of the conductors, should be continued.

In closing, allow me to acknowledge the many courtesies extended me during the year by yourself and all others connected with the Department of Public Instruction.

All of which is respectfully submitted.

ISAAC H. STOUT.

GENEVA, November 15, 1890.

REPORT OF PROFESSOR AUGUSTUS S. DOWNING.

HON. A. S. DRAPER, *State Superintendent of Public Instruction*:

SIR — In accordance with your direction, I have the honor to transmit the following report of my impressions of teachers' institutes as I have observed them since becoming a member of the institute faculty.

For about fifteen years I have been familiar with teachers' institutes, both in the matter of the kind of instruction given and the capabilities of the teachers to be instructed. Of the former it is not my province to speak, but of the latter I am pleased to say that in my judgment there has been a steady improvement.

To-day the teachers who attend the institute, compared with those of only a few years ago, are better educated, give evidence of higher culture and refinement, are more eager to know the best methods of teaching and the true principles of school economy.

Furthermore, there is more of the professional spirit among teachers than there was even five years ago, and this spirit is a growing one.

That which has contributed most largely to the improvement of the teachers in a knowledge of the fundamental facts which are the basis of good education is without a doubt the system of uniform examina-

tions. At every institute which it has been my privilege to conduct, I have found an increasing sentiment in favor of the system.

The teachers are not by any means inappreciative of the benefits which have accrued and which shall hereafter accrue to them from the strict enforcement of the regulations prescribed for these examinations.

The division of the county institute into district institutes has done much in refining the manners of the teachers. From it, there is more intercourse between the better and the poorer teachers; there is greater opportunity for the instructors to come in contact with the individual and thereby impress his own personality the more fully upon the entire body of teachers in attendance.

The systematic instruction in drawing has done much to improve the institutes. It is the one subject upon which *all* the teachers met upon the same level, for concerning it, all were at first comparatively ignorant.

From the work done by some of the district school teachers in attendance at the institute, I believe that the effect of drawing, although not all that could be desired, nor all that may be expected, has been of such benefit to the district schools that the Department may feel well satisfied with the result of its efforts, and should be urged to continue the regular, systematic, professional instruction in this subject.

Another element of strength of the institutes as they are now arranged is the assistance rendered by the State normal schools. These schools, as a rule, send out for institute work only those teachers who, without embarrassment, are able to impart knowledge in a clear, methodical and logical manner. The normal school principals themselves frequently devote an evening and the day following to attendance upon the institutes, and from both principal and department teachers there goes forth an inspiration to the members of the institute to attain to the highest possible mark of perfection. They go home with a determination to do good work in their schools, and the impulse thus given to education is not exhausted before another impulse is received at the next institute.

Much good comes also from the assistance given by teachers in the schools of the commissioner district. There is no district in which I have been which does not contain at least a few efficient lady and gentlemen teachers who can give practical work which would be of benefit to the entire institute. When this assistance is not what it should be in quality, it is wholly due to carelessness in making the selections.

The success of an institute is occasionally lessened by selecting for it some out-of-the-way point in the district or by holding it in some hall or court-house in every way unfit for the purpose. Much inconvenience, annoyance and discomfort of all concerned are thus made inevitable. It is the concurrent testimony of the entire institute faculty that their most successful institutes are those located at points easily accessible, and held in school buildings or churches. If, therefore, the importance of this matter could be still more forcibly impressed upon the commissioner, it would in some cases enhance the value of the institute.

The general tone of the institute work of the State is for improvement, and if, as the standard of qualifications of the teacher is advanced, there could likewise be a standard of education, moral character and executive ability fixed for eligibility to the office of school commissioner, the work of every institute would, in advance, be a guaranteed success.

Respectfully submitted.

A. S. DOWNING.

PALMYRA, November 15, 1890.

REPORT OF MISS ELLA L. RICHARDSON.

Hon. A. S. DRAPER, *Superintendent of Public Instruction* :

DEAR SIR.—In the beginning the work of instructor in drawing in the teachers' institutes of the State, in September, 1889, I found the general principles of the study of form and drawing most admirably formulated in the course of study adopted by the principals of the normal schools, at their meeting in Buffalo, in October, 1888, and also in the syllabus of this course prepared by the late Dr. John H. French and issued by the Department of Public Instruction. It has been, therefore, my pleasing duty to interpret this course of study and the syllabus in all of the institutes which I have attended, about seventy-five in number. Notwithstanding the interest in the subject on the part of the teachers, and their manifest desire to be informed in regard to it, I found the greatest possible misconception among them in regard to the nature of drawing as a public school study, and also in regard to the methods of teaching it in the school-room. In their minds the subject of drawing had been so long identified with printed copies, and the idea had become so prevalent throughout the State that this study was simply making lines and combinations of lines, that its chief aim in education was the training of the hand and eye, and that its main value in practical life was its use in decorative design, that it has taken, and still continues to take, much effort, aided by illustration, to lead them to see that its educational and practical value is very much broader than mere hand and eye training and use in decoration, and that the true method of teaching it is to present it as one of the means of expressing thought derived from the study of things—that pupils should first be led to study form and beauty in objects, and then trained to express the ideas derived from this study, through drawing, through making and through language.

As the syllabus issued by the Department outlined clearly the course of instruction on the new lines, I have followed it closely in all of the institutes, and the steady growth of interest on the part of the teachers in the new work has been of the most encouraging nature. Not only has the interest been manifested at the institutes—it has been followed up by continued study on the part of a large number of teachers, and work on the basis of the State course has been widely introduced into the schools, and we have reason to believe that the introduction of this study on the basis of the official course has been greater in the State this last year than ever before, and these intro-

ductions have not been confined to the village and district schools. The course of study formulated by the Department of Public Instruction has had its effect upon the cities of the State, so much so that cities like Rochester, Utica, Poughkeepsie, Cohoes, Hornellsville and Jamestown have adopted substantially this same course of instruction during the past year.

This is a gratifying record of progress, and it now only remains for the instructors in the State normal schools and in the teachers' classes to conform their teaching in drawing to the official course to have complete unity given to the instruction in this subject throughout the State. With this unity established less attention can be given to the subject in institutes, but for some time to come a certain amount of instruction will be necessary in the institutes in order to acquaint the teachers with the unfolding of the form-study and drawing in the three subjects of industrial construction, pictorial representation and decorative design.

It is possible that at no distant day the teachers of drawing in the various State normal schools can give this needed instruction in institutes. I recommend this subject to the serious consideration of the Department, believing that the more the teachers of drawing in the normal schools are brought directly in contact with the teachers in the common schools, the wider will be their knowledge of the needs of these teachers, and the better will they be able to adapt their instruction to the needs of the students who enter the normal schools.

I take pleasure in mentioning the unfailing courtesy that has been shown to me by the institute conductors in carrying on the work. I have always found them in hearty sympathy with it, and they have done much, not only to make the labor that has devolved upon me pleasant, but they have also aided greatly in making the instruction of the utmost benefit to the teachers. For the kindly interest and cordial support I have received from the Department, I also tender my most grateful acknowledgments.

Very respectfully submitted.

ELLA L. RICHARDSON.

AUBURN, *November 22, 1890.*

3. SAMPLE INSTITUTE PROGRAMS.

Queens County.

FIRST DISTRICT INSTITUTE, HELD AT WHITESTONE, N. Y., APRIL 28 TO
MAY 2, 1890.

Officers.

Hon. A. S. DRAPER.....	Superintendent of Public Instruction.
HENRY R. SANFORD, A. M.....	Conductor.
Dr. WILLIAM J. MILNE.....	Assistant.
Miss ELLA L. RICHARDSON.....	Instructor in Drawing.
GEORGE V. BUSHNELL.....	Secretary.
M. L. DUNN.....	Musical Director.
Miss Mary S. WABLOW.....	Pianist.
S. S. SURDAM.....	School Commissioner.

PROGRAM.

Monday—Morning.

10.45—Registry of members.

Afternoon.

1.30—Opening exercises.

1.45—The Elements of Teaching..... Conductor

2.45—Drawing Miss Ella L. Richardson

3.45—The Elements of Teaching..... Conductor

Tuesday—Morning.

9.00—Opening exercises.

9.15—Primary Arithmetic Conductor

10.15—Drawing..... Miss Richardson

11.15—Fundamental Work in Arithmetic..... Conductor

Afternoon.

1.30—Drawing..... Miss Richardson

2.30—Writing Numbers Conductor

3.30—Drawing Miss Richardson

Wednesday—Morning.

9.00—Opening exercises.

9.15—Illustrative Lesson Given to a Class of Children..... Conductor

10.15—Drawing..... Miss Richardson

11.15—Primary Reading Conductor

Afternoon.

1.30—Drawing..... Miss Richardson

2.30—Primary Reading Conductor

3.30—Drawing Miss Richardson

Thursday—Morning.

9.00—Opening exercises.

9.15—Adaptation of Studies to Mental Development, a discussion in charge of the
Conductor

10.15—Tonic Sol-fa System Prof. Theodore F. Seward

11.15—The New School Records Conductor

Afternoon.

1.30—School Economy..... Dr. William J. Milne

2.30—Questions Answered Conductor

3.30—School Economy Dr. Milne

Friday—Morning.

9.00—Opening exercises.

9.15—Class Exercises..... Conductor

10.15—An Object Lesson..... Miss Mary B. Dennis, head teacher Flushing High School

11.15—The Basis of Promotion..... a discussion in charge of the Conductor

*Afternoon.*1.45—Class Exercise in Music, in charge of Miss Lottie G. Johnson, teacher of music,
Flushing High School

2.45—School Management..... Conductor

3.20—Adjournment.

Evening Exercises.

Monday—Lecture, by B. G. Northrop, LL. D., Clinton, Ct.

Subject: "Memory, and How to Train it."

Tuesday—Lecture, by Henry R. Sanford, A. M., Syracuse.

Subject: "New York State" (illustrated).

Wednesday—Lecture, by Rev. H. E. Burnes, Flushing.

Subject: "Personal Reminiscences of the War."

Thursday—Lecture, by Dr. Wm. J. Milne, Albany Normal College.

Subject: "Neglected Education."

Broome County.

SECOND DISTRICT INSTITUTE, HELD AT BINGHAMTON, N. Y., MAY 5, 6, 7, 8
AND 9, 1890.

Officers.

Hon. A. S. DRAPER	Superintendent of Public Instruction.
Prof. C. T. BARNES	Conductor.
Miss A. L. BALCH.....	Instructor in Drawing.
Prof. D. E. SMITH, Ph. M., Ph. D.	Cortland Normal School.
Miss M. F. HENDRICK	Cortland Normal School.
Miss ELIZABETH WEINGAND	Oneonta Normal School,
Commissioner LA FLOYD STILLMAN.....	Cortland county.
Prof. C. F. NORTON	Ward School No. 4, Binghamton.
Principal E. B. WHITNEY, Principal F. G. GILMAN, Principal H. T. MORROW, Principal E. K. MER- SEBEAU, Mr. B. C. PLOUGH	Secretaries.
Principal S. E. LUSK	Musical Director.
Miss KITTIE NILES, Miss PEARL SWINTON	Pianists.
Principal E. P. MERRILL, Misses ELLA ELDREDGE, JENNIE E. NORTHOP, WINNIE A. ROGERS, L. EVA KINNER, EDITH G. BROWN, BERTHA C. BROWN, EMMA E. JENNINGS, CORA M. WARNER and Mrs. JAMES LAUDER.....	Entertainment Committee.
J. L. LUSK.....	Commissioner.

PROGRAM.

Monday—Morning.

10.30-12.00 — Registry of members and miscellaneous work.

Afternoon.

2.00- 2.15 — Opening exercises.

2.15- 3.00 — Purposes of the Institute..... Conductor

3.00- 3.15 — Recess.

3.15- 4.00 — Class Exercise in Fractions..... Principal C. F. Norton

4.00- 4.15 — Recess.

4.15- 5.00 — Purposes of the Institute..... Conductor

Tuesday—Morning.

9.00- 9.15 — Opening exercises.

9.15-10.00 — Public Money, Patriotic Education, Text-books, etc..... Commissioner

10.00-10.15 — Recess.

10.15-11.00 — Aims in Teaching Arithmetic..... Conductor

11.00-11.15 — Recess.

11.15-12.00 — Examinations in Rural Schools..... Commissioner L. F. Stillman

Afternoon.

2.00- 2.45 — Class exercise..... Conductor

2.45- 3.00 — Recess.

3.00- 3.45 — Drill in Phonics Miss M. F. Hendrick

3.45- 4.00 — Recess.

4.00- 4.45 — Question Box..... Conductor

Wednesday—Morning.

9.00- 9.15 — Opening exercises.

9.15-10.00 — Language..... Miss Weingand

10.00-10.15 — Recess.

10.15-11.00 — Arithmetic (G. C. D.)..... Conductor

11.00-11.15 — Recess.

11.15-12.00 — Grammar..... Miss Weingand

Afternoon.

2.00- 2.45 — Arithmetic Conductor

2.45- 3.00 — Recess.

3.00- 3.45—Grammar	Miss Weingand
3.45- 4.00—Recess.	
4.00- 4.45—Question Box.....	Conductor

Thursday—Morning.

9.00- 9.15—Opening exercises.	
9.15-10.00—Drawing	Miss A. L. Balch
10.00-10.15—Recess.	
10.15-11.00—History	Conductor
11.00-11.15—Recess.	
11.15-12.00—Drawing.....	Miss Balch

Afternoon.

2.00- 2.45—History.....	Conductor
2.45- 3.00—Recess.	
3.00- 3.45—Drawing.....	Miss Balch
3.45- 4.00—Recess.	
4.00- 4.45—Class exercise.....	Conductor

Friday—Morning.

9.00- 9.15—Opening exercises.	
9.15-10.00—Drawing.....	Miss Balch
10.00-10.15—Recess.	
10.15-11.00—Civil Government	Conductor
11.00-11.15—Recess.	
11.15-12.00—Drawing	Miss Balch

Afternoon.

2.00- 2.45—Drawing.....	Miss Balch
2.45- 3.00—Recess.	
3.00- 3.45—Civil Government	Conductor
3.45- 4.00—Recess.	
4.00- 4.45—Miscellaneous.	

Evening Exercises.

Monday—Broome County Teachers' Association.

Tuesday—Lecture by Professor D. E. Smith, Ph. M., Ph. D., of the Cortland Normal School.

Wednesday—Lecture by Hon. Chas. R. Skinner, of Albany, Deputy Superintendent of Public Instruction. Subject: "Education for Citizenship."

Thursday—Lecture by Conductor C. T. Barnes. Subject—"New York State" (Illustrated).

Monday Evening.

Broome County Teachers' Association. Topic for discussion, "Geography Teaching," considered under the following heads:

1. Impressions must precede expressions. (a) What impressions are necessary for beginners? What mental faculties are most active?

2. A child must have thought before he can express it. (a) Children acquire ideas of the concrete first. (b) How shall the child go from the concrete to the abstract? (c) What mental faculties are most active now? (d) The imagination limited in its products to what the senses furnish it.

3. How shall we make what the child knows the means of his acquiring what he does not know? Should the aim of geography teaching be information or culture?

Discussion opened by Principal C. W. Evans, Lisle; Principal F. G. Gilman, Whitney's Point; Principal E. B. Whitney, Chenango Forks; Principal H. T. Morrow, Union.

C. F. NORTON, *President.*

EXHIBITION OF SCHOOL WORK.

A cordial invitation is extended to all to contribute specimens of drawing. The following is the committee to receive and arrange the work:

Misses Rose L. Edmister, Jennie E. Northrop, L. Eva Kinner, Linnie May Curlhair, Susie E. Murphey, Ollie J. Noyes, Dicie D. Ellerson, Sarah J. Boughton, Ida Rozelle, Maggie C. Killela, Clara Forbes, May Burghardt, Ella Benedict, Nellie Dayton, Alice F. Hyde, Della E. Branday, Velma A. Marks, Lulu O. Spring.

Jefferson County.

FIRST DISTRICT INSTITUTE HELD AT ADAMS, N. Y., OCTOBER 20-24, 1890.

Officers.

HON. A. S. DRAPER	Superintendent Public Instruction.
ISAAC H. STOUT.....	Conductor.
DR. J. H. HOOSE, ALICE BURN	Associate Conductors.
MARY M. MITCHELL, WM. S. MAXSON	Secretaries.
J. J. MATHER.....	Musical Director.
S. W. MAXSON	Commissioner.

PROGRAM.

Monday — Morning.

10.30-12.00 — Registry of members.

Afternoon.

2.00- 2.15 — Opening exercises.	
2.15- 3.00 — Geography.....	Conductor
3.15- 4.00 — Professional Work.....	Hoose
4.15- 5.00 — Geography.....	Conductor

Tuesday — Morning.

9.00- 9.15 — Opening exercises.	
9.15-10.00 — Professional Work.....	Hoose
10.15-11.00 — Geography.....	Conductor
11.15-12.00 — Professional Work.....	Hoose

Afternoon.

2.00- 2.45 — Professional Work.	Hoose
3.00- 3.45 — Primary Reading.....	Myrtie Montague
4.00- 4.45 — School Records.....	Conductor

Wednesday — Morning.

9.00- 9.15 — Opening Exercises.	
9.15-10.00 — Reading.....	Conductor
10.15-11.00 — To be supplied.	
11.15-12.00 — Reading.....	Conductor

Afternoon.

2.00- 2.45 — Reading.....	Conductor
3.00- 3.45 — Clay Modeling	Mary J. Salisbury
4.00- 4.45 — Miscellaneous	Commissioner

Thursday — Morning.

9.00- 9.15 — Opening exercises.	
9.15-10.00 — Questioning.	Conductor.
10.15-11.00 — Drawing	Miss Burn
11.15-12.00 — Results to be Obtained from Reviews	Conductor

Afternoon.

2.00- 2.45 — Drawing	Miss Burn
3.00- 3.45 — Interest and Discount.....	Conductor
4.00- 4.45 — Drawing.....	Miss Burn

Friday — Morning.

9.00- 9.15 — Opening exercises.	
9.15-10.00 — Drawing	Miss Burn
10.15-11.00 — Interest and Discount.....	Conductor
11.15-12.00 — Drawing.....	Miss Burn

Afternoon.

2.00- 2.45 — Queries	Conductor
3.00- 3.45 — Drawing	Miss Burn
4.00- 4.45 — Interest and Discount.....	Conductor

EVENING EXERCISES.

Monday.

Teachers' Sociable.

Tuesday.

Lecture Dr. J. H. Hoose
 Subject, "Education in Conduct."

Wednesday.

Illustrated Lecture..... Prof. I. H. Stout
 Subject, "Lower Forms of Sea Life."

Thursday.

Literary exercises by pupils of the Adams public school.

Tompkins County.

INSTITUTE HELD AT ITHACA, N. Y., OCTOBER 27-31, 1890.

Officers.

HON. A. S. DRAPER..... Superintendent of Public Instruction.
 SAMUEL H. ALBRO, Ph. D Conductor.
 JAMES M. MILNE, Ph. D., L. D. BARDWELL, A. M.,
 Miss ELLA L. RICHARDSON, Miss ELIZABETH
 WEINGAND Assistant Instructors.
 JEAN I. WEEKS, H. F. HUTCHINGS..... Secretaries.
 CHARLES VAN METER, F. W. KNAPP..... School Commissioners.

PROGRAM.

Monday — Morning.

10.30-12.00 — Registry of members.

Afternoon.

2.00- 2.15 — Opening exercises.

2.15- 3.00 — Reading Matter in Schools Conductor

3.15- 4.00 — Drawing..... Miss Richardson

4.15- 5.00 — School Hygiene..... Dr. Milne

Tuesday — Morning.

9.00- 9.15 — Opening exercises.

9.15-10.00 — Geography Dr. Milne

10.15-11.00 — Drawing..... Miss Richardson

11.15-12.00 — A Class Exercise to Illustrate Method..... Conductor

Afternoon.

2.00- 2.45 — The Will; its Nature Conductor

3.00- 3.45 — Drawing..... Miss Richardson

4.00- 4.45 — A Class Exercise to Illustrate Method..... Conductor

Wednesday — Morning.

9.00- 9.15 — Opening exercises.

9.15-10.00 — Drawing..... Miss Richardson

10.15-11.00 — A Class Exercise to Illustrate Method..... Conductor

11.15-12.00 — Drawing..... Miss Richardson

Afternoon.

2.00- 2.45 — The Will; Motives; School Discipline Conductor

3.00- 3.45 — Drawing..... Miss Richardson

4.00- 4.45 — A Class Exercise to Illustrate Method..... Conductor

Thursday — Morning.

9.00- 9.15 — Opening exercises.

9.15-10.00 — Home-made Apparatus Professor Bardwell

10.15-11.00 — Query Box..... Conductor

11.15-12.00 — Home-made Apparatus..... Professor Bardwell

Afternoon.

2.00- 2.45 — The Will; Voluntary Attention.....	Conductor
3.00- 3.45 — Language.....	Miss Weingand
4.00- 4.45 — A Class Exercise to Illustrate Method.....	Conductor

Friday — Morning.

9.00- 9.15 — Opening exercises.	
9.15-10.00 — Grammar.....	Miss Weingand
10.15-11.00 — A Class Exercise to Illustrate Method.....	Conductor
11.15-12.00 — Grammar.....	Miss Wiengand

Afternoon.

2.00- 2.45 — The Will; Manners and Morals.....	Conductor
3.00- 3.45 — Grammar.....	Miss Weingand
4.00- 4.45 — Reading Matter in Schools.....	Conductor

Evening Exercises.

Monday — Sociable.

Tuesday — Lecture, subject: "Poetry and Robert Burns"..... Dr. James M. Milne

Wednesday — Lecture, subject: "The Teacher's Power"..... Professor L. D. Bardwell

Thursday — Lecture, subject: "The Education of the Indian"..... Dr. S. H. Albro

Onondaga County.

FIRST COMMISSIONER DISTRICT INSTITUTE HELD AT JORDAN, N. Y.,
DECEMBER 1-6, 1890.

Officers.

Hon. A. S. DRAPER.....	Superintendent of Public Instruction.
Hon. CHARLES R. SKINNER.....	Deputy Supt. of Public Instruction.
AUGUSTUS S. DOWNING, A. M.....	Conductor.
Miss ELLA L. RICHARDSON	Instructor in drawing.
Dr. WM. J. MILNE, State Normal College, Albany ..	Assistant.
Prof. GEORGE A. LEWIS, Syracuse High School ...	Assistant.
Principal E. E. ELLIS, Camillus.....	Assistant.
Principal A. C. MATTHEWS, Lysander	Assistant.
Mr. BERT D. HOLDEN, {	Secretaries.
Miss HATTIE V. PECK, {	
Prof. JOHN W. CHANDLER, Chairman, Miss JESSIE	
MANN, Miss NELLIE G. RODGERS.....	Entertainment Committee.
Miss MINNIE E. PECK.....	Musical Director.
D. D. N. MARVIN	School Commissioner.

PROGRAM.*Monday — Morning.*

10.00-12.00 — Registry of members.

Afternoon.

2.00- 2.15 — Opening exercises.	
2.15- 3.00 — Professional Teaching.....	Conductor
3.00- 3.15 — Recess.	
3.15- 4.00 — Drawing.....	Ella L. Richardson
4.00- 4.15 — Recess.	
4.15- 5.00 — Professional Teaching.....	Conductor

Tuesday — Morning.

9.00- 9.15 — Opening exercises.	
9.15-10.00 — Partial Payments	E. E. Ellis
10.00-10.15 — Recess.	
10.15-11.00 — Drawing	Ella L. Richardson
11.00-11.15 — Recess.	
11.15-12.00 — Professional Teaching	Conductor

Afternoon.

2.00- 2.45 — Drawing	Ella L. Richardson
2.45- 3.00 — Recess.	
3.00- 3.45 — School Economy.....	Conductor
3.45- 4.00 — Recess.	
4.00- 4.45 — Drawing	Ella L. Richardson

Wednesday — Morning.

9.00- 9.15 — Opening exercises.	
9.15-10.00 — School Economy.....	Conductor
10.00-10.15 — Recess.	
10.15-11.00 — Drawing.....	Ella L. Richardson
11.00-11.15 — Recess.	
11.15-12.00 — Grammar Class Exercise	A. C. Matthews

Afternoon.

2.00- 2.45 — School Law.....	Conductor
2.45- 3.00 — Recess.	
3.00- 3.45 — Drawing	Ella L. Richardson
3.45- 4.00 — Recess.	
4.00- 4.45 — School Records.....	Conductor

Thursday — Morning.

9.00- 9.15 — Opening exercises.	
9.15-10.00 —	Dr. William J. Milne
10.00-10.15 — Recess.	
10.15-11.00 — Notation and Numeration	Conductor
11.00-11.15 — Recess.	
11.15-12.00 —	Dr. William J. Milne

Afternoon.

2.00- 2.45 — Grammar.....	Conductor
2.45- 3.00 — Recess.	
3.00- 3.45 —	Dr. William J. Milne
3.45- 4.00 — Recess.	
4.00- 4.45 — Grammar.....	Conductor

Friday — Morning.

9.00- 9.15 — Opening exercises.	
9.15-10.00 — General Lessons in District Schools.....	George A. Lewis
10.00-10.15 — Recess.	
10.15-11.00 — Reading	Conductor
11.00-11.15 — Recess.	
11.15-12.00 — Primary Reading	George A. Lewis

Afternoon.

2.00- 2.45 — Queries	Conductor
2.45- 3.00 — Recess.	
3.00- 3.45 — Primary Reading.....	George A. Lewis
3.45- 4.00 — Recess.	
4.00- 4.45 — Miscellaneous.....	Conductor

EVENING EXERCISES.

Monday.

Address of Welcome	Rev. E. A. Rogers
Response.....	Professor I. N. Faylor
To be followed by a social.	

Tuesday.

Lecture — Subject: "The Siege of Paris and the Commune".....	Parker S. Carr
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Wednesday.

Lecture — (Subject to be announced)	Dr. William J. Milne
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Thursday.

Lecture — Subject: "Strong Personalities".....	Professor A. S. Downing
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4. INDUSTRIAL DRAWING IN INSTITUTES.

SYLLABUS NO. 2, OF A COURSE OF INSTRUCTION IN FORM-STUDY AND DRAWING FOR THE TEACHERS' INSTITUTES OF THE STATE OF NEW YORK.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION, }
 SUPERINTENDENT'S OFFICE, }
 ALBANY, September 1, 1890. }

A little more than two years ago, it became evident to the Department of Public Instruction that the teaching of drawing, in the common schools of this State, was, speaking broadly, of a very inefficient kind. There seemed to be no unanimity as to its end or purpose, and the variety of methods employed was almost as great as the number of teachers giving instruction. The same lack of harmony in method and purpose prevailed in the normal schools; in each a course of instruction was pursued without reference to what was taught in the others and with but slight regard to the needs of the public schools. It was evident that the study could never become a fundamental part of public education in the State so long as it was pursued so variously in the common schools and in the normal schools. It was at the suggestion of the late Dr. John H. French that a conference of the principals of the normal schools and their teachers of drawing, with the State Superintendent and with Dr. French, was held at Buffalo, October 17, 1888. At this conference a course of instruction in form-study and drawing was adopted, which being approved by this Department, has since been made the basis of instruction in this subject in the normal schools and the teachers' institutes, as well as the basis of the State examinations for teachers' certificates.

The effect of the preparation and adoption of this course of instruction has been manifest throughout the State. The presentation of the subject on the new lines at the institutes has awakened interest on the part of teachers; the work in the normal schools has been brought into conformity to it; and the study has been introduced into the common schools during the last year much more generally than in previous years.

This is a very gratifying record of progress. The Department feels that the action of the Buffalo conference was a move in the right direction; that the course of instruction there adopted was a thoroughly practicable one, and that its general introduction into the common schools is destined to have a great and lasting effect upon the public education of the State.

The instruction in the institutes for the past year has been of a very elementary character, as it has been the aim of the Department to have the subject on the new lines presented with a constant regard to the present circumstances of the schools and the needs of the teachers. The elements of the study having thus been presented in nearly all of the institutes, instruction of a little more advanced character is now called for in order to unfold still farther the principles embodied in the course of instruction which is being followed. To meet this requirement the following syllabus (No. 2) has been prepared; and where, in the opinion of the conductors of the institutes, it is desirable that the instruction in form-study and drawing should be further developed, the instructors in this study in the institutes will be prepared to follow the outlines here given.

A. S. DRAPER,
State Superintendent.

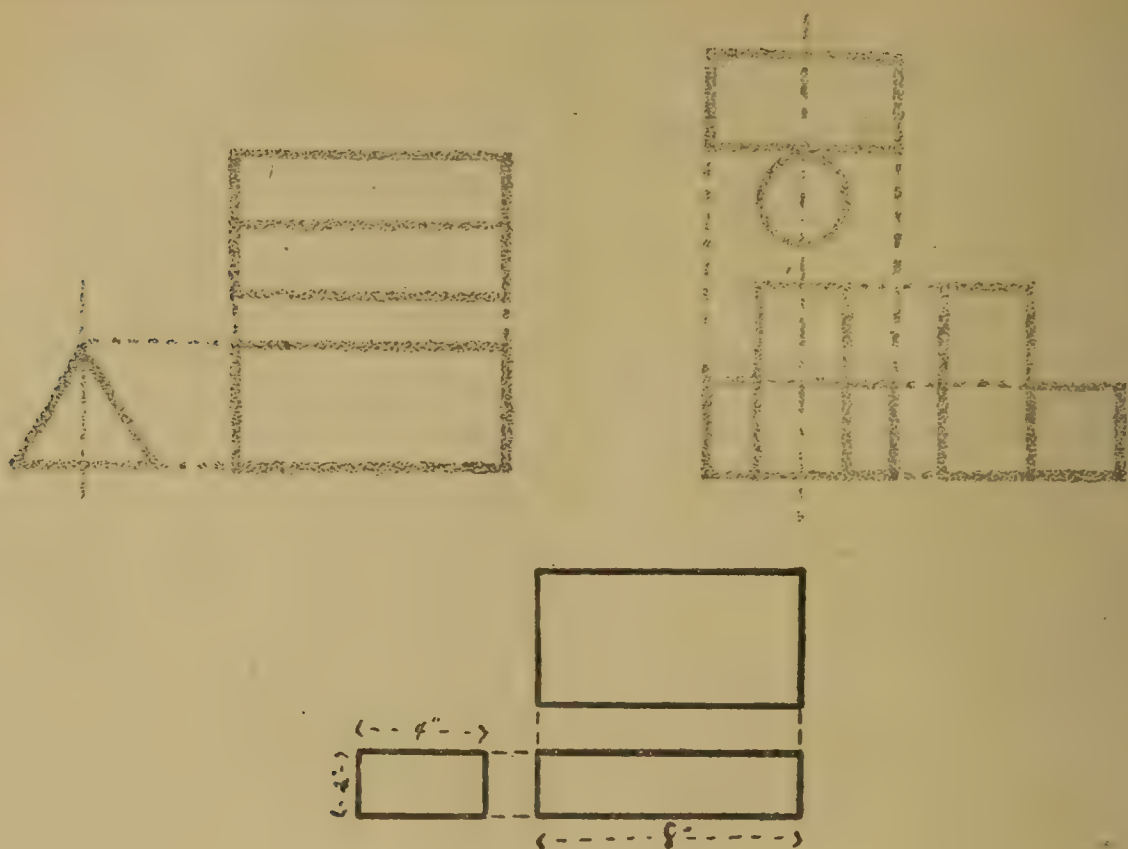
Institute Course.

SYLLABUS NO. 2.

FIRST AND SECOND PERIODS.

1. Short review of Syllabus No. 1 and construction. Constructive drawings showing three views.
2. Conventions used in making working drawings:
 - I. Center line, dot and dash.
 - II. Lines connecting views, dotted.
 - III. Lines showing invisible edges or outlines, dash.
 - IV. Figured dimensions.

3. Drawings showing combination of two objects.



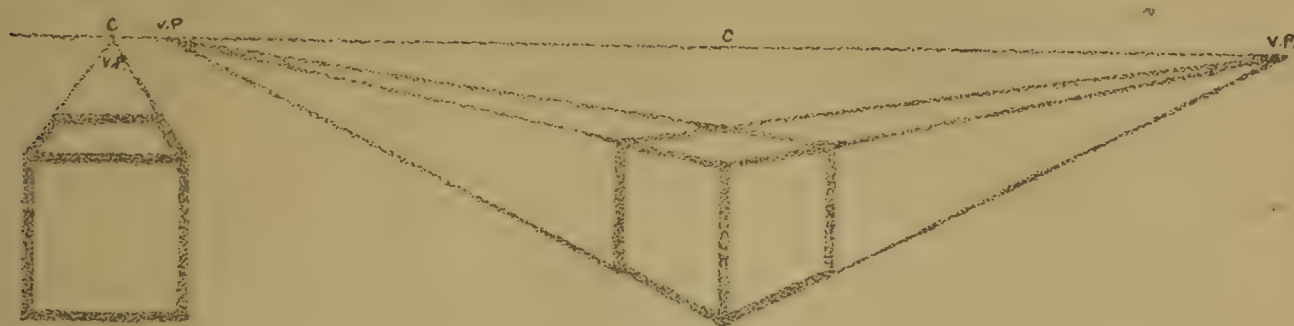
THIRD AND FOURTH PERIODS — REPRESENTATION.

4. Grouping of two or more objects.
5. Distance affects the apparent size of an object; therefore in representing the appearance of two objects of the same size the farther one should be drawn smaller than the nearer one.
6. Two solids can not occupy the same space at the same time; therefore in representing two solids standing at the same level, care should be taken that their bases would not interfere with one another if they were wholly represented. If below the level of the eye, the nearer one should be placed lower in the picture than the farther one.



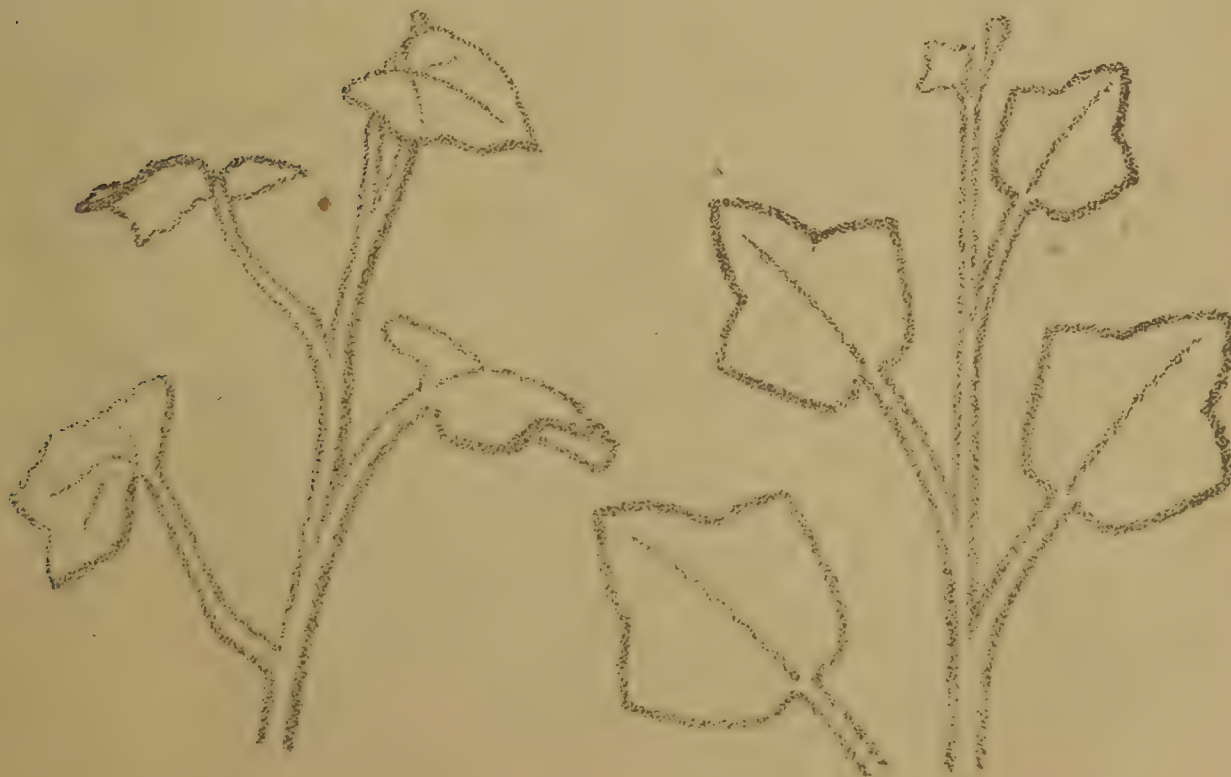
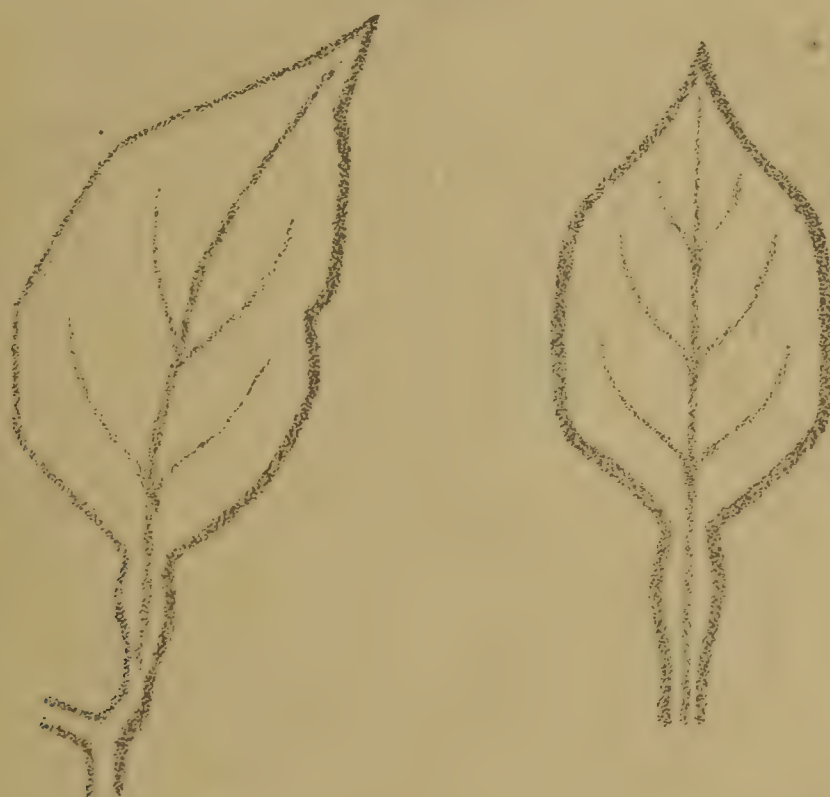
7. Parallel edges extending from the eye appear to converge, and if indefinitely prolonged would finally appear to meet.
8. A point at which parallel retreating edges appear to meet is called a vanishing point.
9. As many vanishing points may be used in the representation of an object as there are sets of parallel retreating edges.
10. Retreating horizontal edges appear to meet their parallels on a level with the eye.
11. Edges extending directly from the observer appear to meet at a point opposite the eye. This point may be called the center of vision.

12. Diagrams illustrating vanishing points:



FIFTH AND SIXTH PERIODS — DECORATION.

13. Conventionalization of natural forms for the purpose of ornamental design.
14. Representation of natural forms are not suited to the decoration of common objects, but conventional treatments of the same may be used for this purpose.
15. To conventionalize a natural form it is to keep its general characteristics, omitting details.

Illustrations.

16. Historic ornament. The principles underlying the ornamentation of nations of the past should be studied in all our schools.
17. Pupils should at least become familiar with some of the simpler forms of beauty belonging to the best styles of historic ornament.

Illustrations.



18. Art is the interpretation, not the imitation of nature.

5. STATISTICAL TABLES.

LIST OF TEACHERS' INSTITUTES HELD DURING 1890.*

COUNTIES.	Place.	Conductor.	Associate.	Date.
Albany	Clarksville.....	Isaac H. Stout .....	.....	April 28
Albany	Preston Hollow ..	Charles T. Barnes ..	John Kennedy	May 19
Albany	Altamont	Isaac H. Stout .....	.....	June 9
Allegany	Angelica	Charles T. Barnes ..	.....	Sept. 15
Allegany	Belmont	Samuel H. Albro.....	.....	Sept. 29
Broome.....	Windsor	Charles T. Barnes ..	.....	May 12
Broome.....	Binghamton.....	Charles T. Barnes ..	.....	May 5
Cattaraugus	Olean	Samuel H. Albro.....	.....	Oct. 6
Cattaraugus	Randolph†	Henry R. Sanford...	.....	Jan. 7
Cayuga	Moravia.....	Samuel H. Albro.....	.....	Oct. 20
Chautauqua.....	Sherman	Samuel H. Albro.....	.....	Oct. 13
Chautauqua.....	Sinclairville	Henry R. Sanford...	.....	Oct. 13
Chemung.....	Horseheads	Samuel H. Albro.....	.....	Jan. 6
Chenango	Norwich	Samuel H. Albro.....	.....	Nov. 3
Clinton	Plattsburgh	Samuel H. Albro.....	.....	May 26
Clinton	Rouse's Point	Samuel H. Albro.....	.....	May 19
Columbia.....	Philmont	Henry R. Sanford...	.....	May 19
Columbia.....	Chatham	Samuel H. Albro.....	.....	Feb. 28
Cortland.....	Cortland	Isaac H. Stout	A. S. Downing	Sept. 15
Delaware	Walton	Augu's S. Downing..	.....	Oct. 13
Delaware	Delhi	Charles T. Barnes ..	.....	Oct. 6
Dutchess	Matteawan	Isaac H. Stout .....	.....	April 21
Dutchess	Rhinebeck	Charles T. Barnes ..	.....	Oct. 27
Erie	East Aurora	Henry R. Sanford...	.....	Nov. 17
Erie	Springville	O. W. Sturdevant...	.....	May 19
Essex	Elizabethtown ..	Isaac H. Stout .....	.....	May 19
Essex	Ticonderoga	Isaac H. Stout .....	.....	May 26
Franklin.....	Malone.....	Henry R. Sanford...	.....	Nov. 3
Genesee	Genesee	Edward Hayward ..	.....	Sept. 29
Greene	Catskill	Augu's S. Downing..	.....	Oct. 6
Greene	Windham	Henry R. Sanford...	.....	Oct. 6
Hamilton.....	Wells.....	Henry R. Sanford...	.....	June 10
Herkimer	Herkimer	Augu's S. Downing..	.....	Oct. 27
Herkimer	Ilion	Augu's S. Downing..	Alvin P. Chapin...	Oct. 27
Jefferson.....	Adams	Isaac H. Stout .....	.....	Oct. 20
Jefferson.....	Antwerp.....	Isaac H. Stout .....	.....	Oct. 27
Jefferson.....	Redwood.....	Isaac H. Stout .....	.....	Sept. 22
Kings	Gravesend	Samuel H. Albro.....	John Kennedy	Mar. 10
Lewis	Martinsburgh...	Charles T. Barnes ..	.....	Nov. 10
Lewis	Lowville	Samuel H. Albro.....	A. S. Downing	Sept. 8
Livingston.....	Caledonia.....	Samuel H. Albro.....	.....	Sept. 22
Livingston.....	Mt. Morris.....	Charles T. Barnes ..	.....	May 26
Madison	Morrisville	Samuel H. Albro.....	.....	June 9
Madison	Oneida	Henry R. Sanford...	Samuel H. Albro..	June 2
Monroe	Fairport	Isaac H. Stout .....	.....	Jan. 13
Montgomery.....	Amsterdam.....	Henry R. Sanford...	.....	Oct. 27
Niagara	Tonawanda	Samuel H. Albro.....	A. S. Downing	Nov. 17
Oneida.....	Utica	Charles T. Barnes ..	.....	Jan. 27
Oneida.....	Waterville	Isaac H. Stout .....	.....	June 2
Oneida.....	Camden.....	Charles T. Barnes ..	.....	June 2
Oneida.....	Holland Patent...	Henry R. Sanford...	O. W. Sturdevant..	May 12
Onondaga	Skaneateles	Isaac H. Stout .....	.....	Oct. 13
Ontario	Geneva	Henry R. Sanford...	.....	Sept. 15
Ontario	Canandaigua.....	Samuel H. Albro.....	.....	Sept. 15
Orange	Walden	Charles T. Barnes ..	.....	April 7
Orange	Middletown	Charles T. Barnes ..	.....	April 14
Oswego	Fulton	Samuel H. Albro.....	.....	Jan. 27
Oswego	Constantia.....	Henry R. Sanford...	A. S. Downing.....	Sept. 22
Oswego	Pulaski	Henry R. Sanford...	.....	Jan. 13
Putnam	Cold Spring.....	Henry R. Sanford...	.....	April 7
Queens	Whitestone.....	Henry R. Sanford...	.....	April 28
Queens	Jamaica	Henry R. Sanford...	.....	May 5
Rensselaer.....	Hoosick Falls	Isaac H. Stout .....	.....	Nov. 17
Rensselaer.....	Castleton	Augu's S. Downing..	.....	Oct. 20
Richmond.....	Stapleton	Isaac H. Stout .....	.....	April 14
Rockland.....	Spring Valley	Samuel H. Albro.....	.....	April 21
St. Lawrence.....	Heuvelton	Samuel H. Albro.....	.....	May 5
St. Lawrence.....	Canton	Samuel H. Albro.....	.....	May 12

* To December first.

† Allegany and Cattaraugus Indian Reservation.

LIST OF TEACHERS' INSTITUTES — (Concluded).

COUNTIES.	Place.	Conductor.	Associate.	Date.
St. Lawrence.....	Stockholm Depot.	Samuel H. Albro....	.....	April 28
Saratoga	Saratoga Springs.	Samuel H. Albro....	.....	Nov. 10
Schenectady	Schenectady	Charles T. Barnes..	.....	Nov. 17
Schoharie	Middleburgh	Augu's S. Downing.	.....	Nov. 10
Schoharie	Cobleskill.....	Isaac H. Stout .....	.....	Nov. 10
Schuyler.....	Watkins	Samuel H. Albro....	.....	Mar. 24
Seneca.....	Farmer Village...	Isaac H. Stout .....	.....	April 7
Suffolk.....	Sag Harbor.....	Samuel H. Albro....	.....	April 14
Suffolk.....	Patchogue	Samuel H. Albro....	.....	April 7
Sullivan	Monticello	Henry R. Sanford...	.....	Nov. 10
Sullivan	Liberty	Charles T. Barnes..	.....	Sept. 22
Tioga	Owego	Henry R. Sanford...	.....	April 21
Tompkins	Ithaca.....	Samuel H. Albro....	.....	Oct. 27
Ulster.....	Kingston	Henry R. Sanford...	.....	Oct. 20
Ulster.....	New Paltz	Charles T. Barnes..	.....	Oct. 13
Ulster.....	Ellenville	Henry R. Sanford...	.....	Sept. 29
Warren	Lake George	Charles T. Barnes..	.....	Sept. 29
Washington.....	Greenwich	Isaac H. Stout .....	.....	Sept. 29
Washington.....	Whitehall	Isaac H. Stout .....	.....	Oct. 6
Wayne	Clyde.....	Augu's S. Downing.	.....	Sept. 29
Wayne	Palmyra	Isaac H. Stout .....	.....	May 12
Westchester	Mt. Vernon	Isaac H. Stout	John Kennedy....	May 5
Wyoming.....	Attica	Charles T. Barnes..	.....	Oct. 20
Wyoming.....	Pike	Charles F. Wheelock	.....	Oct. 27
Yates	Penn Yan.....	Samuel H. Albro....	.....	Jan. 13

Expenses of teachers' institutes for 1890, to December 1, \$19,573.84.

TABLE SHOWING ATTENDANCE AT TEACHERS' INSTITUTES FOR 1890.*

COUNTIES.	Place of meeting.	Date of beginning.	TEACHERS IN ATTENDANCE.			AVERAGE DAILY ATTENDANCE.			Average number of days' attendance.	AVERAGE TERMS TAUGHT BY TEACHER.		
			Males.	Females.	Total.	Males.	Females.	Total.		Males.	Females.	Total.
Albany	Clarksville	April	11	39	50	11	38	49	245	13	11	11
Albany	Preston Hollow	May	14	40	54	13	40	53	267	7	6	6
Albany	Altamont	June	11	68	79	10	60	70	353	27	10	13
Allegany	Angelica	September	17	127	144	14	123	137	685	6	7	6
Allegany	Belmont	September	29	152	181	25	141	166	830	15	8	9
Broome	Windsor	May	19	130	149	18	129	147	734	5	7	7
Broome	Binghamton	May	19	144	163	18	142	160	723	8	5	5
Cattaraugus	Olean	October	34	181	215	29	174	203	1,015	11	8	8
Cayuga	Moravia	October	44	122	166	42	118	160	739	6	7	7
Chautauqua	Sherman	October	24	101	125	23	99	122	611	8	6	6
Chautauqua	Sinclairville	October	33	90	123	32	90	122	612	5	5	5
Chemung	Horseheads	January	36	125	161	34	123	157	787	11	7	9
Chenango	Norwich	November	51	156	207	45	154	199	995	6	6	6
Clinton	Plattsburgh	May	18	136	154	15	111	126	633	11	12	12
Clinton	Rouse's Point	May	20	107	127	19	100	119	595	7	7	7
Columbia	Philmont	May	22	68	90	22	63	85	422	17	10	11
Columbia	Chatham	February	35	85	120	35	83	118	588	15	8	10
Cortland	Cortland	September	26	92	118	23	87	110	553	4	7	7
Delaware	Walton	October	47	201	248	46	200	246	1,231	5	6	6
Delaware	Delhi	October	66	131	197	65	131	196	983	6	7	7
Dutchess	Matteawan	April	24	136	160	23	132	155	774	21	11	13
Dutchess	Rhinebeck	October	26	68	94	26	67	93	465	20	11	16
Erie	East Aurora	November	32	101	133	31	98	129	647	9	6	7
Erie	Springville	May	19	118	137	18	113	131	655	5	5	5
Essex	Elizabethtown	May	14	90	104	14	89	103	514	15	8	9
Essex	Ticonderoga	May	15	103	118	14	100	114	574	15	9	10
Franklin	Malone	November	28	210	238	26	197	223	1,117	5	7	7
Genesee	Batavia	September	57	134	191	51	131	182	818	8	8	8
Greene	Catskill	October	26	72	98	25	70	95	473	10	10	10
Greene	Windham	October	35	76	111	30	70	100	485	11	7	8
Hamilton	Wells	June	9	31	40	7	25	32	160	3	5	5
Herkimer	Herkimer	October	27	92	119	25	89	114	567	10	6	8
Herkimer	Ilion	October	38	107	145	36	106	142	711	5	9	8
Jefferson	Adams	October	42	130	172	42	129	171	768	5	7	6

* To December first.

TABLE SHOWING ATTENDANCE AT TEACHERS' INSTITUTE FOR 1890* — (Concluded).

COUNTIES.	Place of meeting.	Date of beginning.	TEACHERS IN ATTENDANCE.			AVERAGE DAILY ATTENDANCE.			Aggregate number of days' attendance.	AVERAGE TERMS TAUGHT BY TEACHERS.		
			Males.	Females.	Total.	Males.	Females.	Total.		Males.	Females.	Total.
Jefferson	Antwerp.....	October 27	24	102	126	23	98	121	607	8	9	9
Jefferson	Redwood	September 22	40	100	140	40	99	139	694	8	7	7
Kings.....	Gravesend	March 10	18	47	65	18	44	62	311	40	11	19
Lewis	Martinsburgh	November 10	17	88	105	17	87	104	522	4	7	6
Lewis ..	Lowville.....	September 8	10	97	107	9	95	104	520	7	8	8
Livingston	Caledonia	September 22	23	69	92	17	63	80	397	11	9	10
Livingston ..	Mt. Morris.....	May 25	10	84	94	8	73	81	367	13	7	8
Madison	Morrisville	June 9	22	131	153	22	130	152	757	11	7	7
Monroe	Oneida.....	June 2	15	139	154	15	136	151	757	17	8	9
Montgomery	Fairport.....	January 13	38	94	132	37	90	127	636	6	10	9
Niagara.....	Amsterdam	October 27	52	129	181	49	124	173	865	16	9	11
Oneida.....	Tonawanda	November 17	37	69	106	31	67	98	490	6	6	6
Oneida.....	Utica.....	January 27	21	52	73	20	51	71	323	9	10	10
Oneida.....	Waterville	June 2	15	110	125	14	109	123	615	12	8	8
Oneida.....	Camden.....	June 12	8	97	105	8	96	104	520	17	7	8
Onondaga	Holland Patent	October 13	23	147	170	21	142	163	815	11	6	7
Ontario	Skaneateles	September 15	28	88	116	26	85	111	556	11	8	10
Ontario	Geneva.....	September 7	22	96	118	18	91	109	489	12	10	10
Orange	Canandaigua.....	September 15	31	100	131	25	75	100	499	5	8	7
Orange	Walden.....	April 7	26	74	100	25	72	97	486	22	10	14
Orange	Middletown	April 14	38	146	184	37	146	183	917	20	11	13
Oswego	Fulton	January 27	36	110	146	36	106	142	637	7	8	8
Oswego	Constantia	September 22	16	74	90	15	73	88	440	8	7	7
Oswego	Pulaski	January 13	32	107	139	30	99	129	645	7	7	7
Putnam.....	Cold Spring	April 7	19	55	74	19	55	74	370	13	11	13
Queens	Whitestone	April 28	20	93	113	20	85	105	526	18	13	14
Queens	Jamaica	May 5	28	124	152	26	117	143	713	29	13	16
Rensselaer	Hoosick Falls	November 17	27	116	143	26	110	136	681	12	9	10
Rensselaer ..	Castleton	October 28	27	88	115	26	86	112	560	17	12	13
Richmond	Stapleton	April 14	30	93	123	27	83	110	550	33	17	21
Rockland	Spring Valley	April 21	32	75	107	32	75	107	535	10	10	10
St. Lawrence	Heuvelton	May 5	19	156	175	19	155	174	871	4	8	8
St. Lawrence ..	Canton	May 12	16	187	203	16	186	202	1,009	7	7	7
St. Lawrence ..	Stockholm Depot	April 28	16	155	171	16	153	169	846	7	6	6
Saratoga	Saratoga Springs	November 10	28	107	135	28	105	133	665	7	9	8

Schenectady	November	17	17	51	68	16	49	65	325	9	8	8
Schoharie	November	10	46	80	126	45	80	125	567	10	5	8
Schoharie	November	10	68	68	136	67	66	133	666	8	9	8
Schuyler	March	24	37	106	143	34	98	132	663	12	7	14
Seneca	April	7	32	100	132	30	96	126	626	13	10	10
Suffolk	April	14	30	70	100	29	64	93	466	14	12	13
Suffolk	November	7	30	135	165	29	132	161	724	17	10	11
Sullivan	November	10	47	69	116	46	68	114	572	11	6	8
Sullivan	September	22	33	69	102	32	64	96	481	9	7	8
Tioga	April	21	34	218	252	31	205	236	1,180	9	8	8
Tompkins	October	27	46	149	195	43	142	185	834	6	7	6
Ulster	October	20	41	103	144	35	95	130	650	28	11	16
Ulster	October	13	29	80	109	29	79	107	538	17	10	12
Ulster	September	29	21	85	106	21	85	106	528	10	9	9
Warren	September	29	24	104	128	24	103	127	634	6	10	10
Washington	September	29	18	126	144	18	125	143	712	8	10	10
Washington	October	6	14	147	161	14	146	160	800	8	10	10
Wayne	September	29	55	130	185	47	127	171	871	8	8	8
Wayne	May	12	21	105	126	20	100	120	541	7	7	8
Westchester	May	5	55	303	358	54	299	353	1,764	28	16	17
Wyoming	October	20	29	105	134	27	101	128	638	8	9	9
Wyoming	October	27	48	81	129	47	81	128	641	4	5	5
Yates	January	13	49	107	156	48	106	154	771	6	9	8
Total			3,656	9,953	12,609	2,509	9,594	12,103	60,112	.....	.....	.....

* To December first.

TEACHERS' INSTITUTES.

Comparative summary for the ten years ending December 31, 1890.

YEARS.	Number of counties.	Number of insti- tutes.	Number of teachers in attendance.	Average daily at- tendance.	Per cent of average attendance to total number of teachers.	Aggregate number of days' attend- ance.	Days of attendance per teacher.	Average number of teachers per county.	Average number of teachers per insti- tute.	Amount paid by the State.	Average expense per county.	Average expense per institute.	Average expense per teacher.
1880	58	79	15,404	10,874	70.59	56,006	3.63	265	195	\$15,618 50	\$269 28	\$197 70	\$1 01
1881	58	77	13,209	9,572	72.46	47,434	3.59	227	171	16,936 87	292 01	219 95	1 28
1882	58	73	13,231	9,122	68.94	45,607	3.44	228	181	16,040 72	276 56	219 73	1 24
1883	58	73	14,477	10,231	70.67	50,915	3.52	258	198	15,770 66	271 90	216 03	1 08
1884	58	71	14,770	10,272	69.54	51,393	3.48	254	208	16,926 81	291 82	238 40	1 14
1885	58	72	18,295	14,378	78.59	71,932	3.93	315	254	18,433 21	317 81	256 01	1 00
1886	58	77	17,739	14,925	84.13	74,639	4.21	306	230	18,986 95	327 36	246 60	1 07
1887	56	89	14,818	13,274	89.58	66,340	4.47	264	166	18,555 54	331 35	208 48	1 25
1888	58	110	16,214	15,138	93.36	75,031	4.63	279	147	24,227 81	417 72	220 25	1 49
1889	59	112	16,315	15,556	95.35	75,652	4.69	277	146	24,296 75	411 81	216 93	1 49
1890	55	93	12,509	12,105	95.99	60,112	4.76	.....	137	19,573 84	.....	210 47	1 63

* In order to issue the Annual Report promptly at the opening of the Legislature, it is impossible to include statistics concerning teachers' institutes for the month of December. The results shown above are, therefore, for eleven months of the year 1890. The statistics for fifteen institutes appointed for December, would change some of the results above shown, especially in reducing the average expense shown in last column for 1890.

EXHIBIT No. 19.

NAUTICAL SCHOOL.

REPORT OF CHAMBER OF COMMERCE.

NAUTICAL SCHOOL OF THE PORT OF NEW YORK.

REPORT OF CHAMBER OF COMMERCE.

[LETTER OF TRANSMITTAL.]

CHAMBER OF COMMERCE OF THE STATE OF NEW YORK.

[Founded A. D. 1768.]

NEW YORK, *December 4, 1890.*

HON. A. S. DRAPER, *Superintendent Public Instruction, Albany, N. Y.:*

DEAR SIR.—I have the honor to transmit to you the inclosed report of the sixteenth annual examination of the Nautical School of the Port of New York, on the United States ship St. Mary's on the ninth of October last, by the council elected by the Chamber of Commerce, pursuant to chapter 288, section 4 of the laws of 1873.

Very respectfully,

GEO. WILSON,
Secretary.

REPORT OF THE SIXTEENTH ANNUAL EXAMINATION ON THE
SCHOOL SHIP ST. MARY'S, OCTOBER 9, 1890, BY THE COUNCIL
ELECTED BY THE CHAMBER OF COMMERCE.

ADOPTED BY THE CHAMBER DECEMBER 4, 1890.

To the Chamber of Commerce :

The council of the Nautical School herewith submit their report of the sixteenth annual examination of the school, made October 9, 1890, on board of the United States ship St. Mary's, at anchorage in the East river, off Thirty-first street.

The experts selected to assist the council on the occasion were Captains W. B. Hilton, Thomas M. Nichols and L. E. Jackson, and their report is hereto annexed, as well as the reports of the superintendent and surgeon of the ship, to which the council refers for technical details.

The following named compose the graduating class of 1890:

Robert Edward Barr, Lorenzo Sherwood, George Washington Kalckhof, R. H. Shear, Camille Palfroy, William Meyers, Charles L. Slayback, Cliff S. Hawkins, Ernest C. Hangarter, Oscar Benninger, Chester Hawley, James E. Feidler, Charles Harrold, E. F. Whitlock, C. H. Bodine, Harry McCann.

Mr. Alexander E. Orr, vice-president of the Chamber of Commerce, made a brief address to the graduates, and presented, in behalf of the Chamber, to Oscar Benninger a silver medal, and to Cliff S. Hawkins and George Washington Kalckhof each a bronze medal for best scholarship.

Prizes were also presented from other sources to other graduates for proficiency in navigation, seamanship and sailors' handiwork.

The ship made her usual annual cruise in foreign waters during the summer, having visited Fayal, Lisbon, Gibraltar and Madeira, and after an absence of two months, returned to the United States, touching at Mount Desert, Portland and Marblehead before reaching her home port.

The school, as you are aware, was established by an act of the Legislature, passed April 24, 1873, and made a part of the educational system of this city. All that pertains to its management, and the selection of its officers, is wholly under the charge and supervision of the board of education.

Your council are inclined to the belief that if the management of the school could be transferred to the ship-owning interests of this port its sphere of usefulness would belargely extended and greater results be attained.

It is not to be expected that the committee of the board of education, ordinarily speaking, would be as well versed in the necessary requirements as a committee appointed by this chamber; besides, more individual interest would no doubt be given than at present.

A greater length of sea service (often advised) would be more desirable, as well as other rules and regulations that should be enforced, which at present would not be consistent with the law governing the schools of the city.

While there has not been otherwise than the most cordial feeling and harmony of action between the committee of the board of education and your council, they feel assured that this change should be made.

The officers of the school are as follows: Superintendent, Com. A. S. Crowninshield, U. S. N.; executive officer, Lieut. C. C. Cornwell, U. S. N.; senior instructor, Lieut. Fidelio S. Carter, U. S. N.; junior instructor, Ensign Roger Welles, Jr., U. S. N.; past assistant surgeon, Robert Whiting, U. S. N.

Respectfully submitted.

(Signed.)

THOMAS P. BALL,
ELIHU SPICER,
JAMES H. WINCHESTER,

Council of the Nautical School.

NEW YORK, November 5, 1890.

REPORT OF THE COMMITTEE OF EXPERTS.

GENTLEMEN.—The undersigned, committee of experts named by the council, respectfully make the following report:

At your request we attended the annual examination of the New York Nautical School on board the St. Mary's, October ninth, lying at anchor off Thirty-first street, East river.

We find at this date that there are seventy-two boys attached to the ship:

Senior class	16
Post-graduates	3
Junior class	46
<hr/>	
Total	65
Sick on leave	7
<hr/>	
Total	72
<hr/>	

Since leaving New York two have been withdrawn and thirteen have deserted, making a total on leaving New York for the annual cruise of eighty-five.

In company with Commander Crowninshield we made a careful examination of all parts of the ship, and found every department in its customary good order. The sanitary condition was all that could be desired, and cleanliness and order were marked features everywhere. The example set for the boys in this respect was worthy of much praise.

We found the food of a good quality and of sufficient variety; mess chests and utensils in good condition. The display of seamanship in practical marlinspike work, such as splicing, knotting, strapping of blocks, especially the work on wire rope, was very good. The samples of sail-making were not up to the usual display, and would suggest that more attention be given to this branch of seamanship in the future, as a good sail-maker is a handy man on board of a sailing ship or steamer. The boys, with clothes bags, were mustered on deck for inspection, and we found the boys looking well, their clothes clean and in good order.

The graduating class were subjected, as usual, by the executive officer and senior instructor to a practical and thorough examination in navigation, marking of log and lead lines, compass attractions, rules of the road, lights displayed when under way and at anchor, both by steam and sailing vessels. Their work was very satisfactory and deserving of much praise to the class and their instructors. The exercise of handling the sails, reefing and furling, etc., was very satisfactorily performed, and gave the visitors an opportunity of witnessing this portion of the exercises, as well as listening to some good advice given to the boys by several speakers identified with the board of education, as well as some well-timed remarks from Commander Crowninshield.

We commend the discipline and order existing on board, and believe that the habits formed will have lasting effect on the scholars.

As this is Commander Crowninshield's last trip on the St. Mary's, we take pleasure in stating that his uniform courtesy and seamanlike bearing in connection with his management of the St. Mary's have been very gratifying to this committee. We also testify to the gentlemanly bearing and executive ability of her officers, as shown in every department of the ship.

In closing these remarks we feel justified in the hope that the *St. Mary's* or some other or better ship may be a school of instruction to such boys as may desire to follow the sea. We owe it to our commerce that every effort should be fostered to educate our boys in practical seamanship.

Very respectfully,

(Signed.)

THOMAS M. NICHOLS,
L. E. JACKSON,
WM. B. HILTON,

Committee of Experts.

NEW YORK, November 5, 1890.

REPORT OF THE SUPERINTENDENT.

NEW YORK, November 3, 1890.

To the Council of the Chamber of Commerce, on Nautical School, New York :

GENTLEMEN.— I desire in this communication to call the attention of the council to a few suggestions regarding the Nautical School, which will, I believe, add to its efficiency.

My first suggestion is, that the school ship *St. Mary's* should make a winter cruise as well as a summer cruise; in other words, that she should make *two* cruises each year instead of one. The expense of making a winter cruise, in addition to the one now made, would probably entail the necessity of a somewhat larger appropriation, but the gain would be very great, for as nautical instruction is the object of the school, twice as much in that direction would be accomplished as at present.

You can not make seamen out of boys simply by their living on board a ship, especially if that ship is tied up to a wharf for six or seven months in a year, her sails unbent and rigging unrove. Another point in this connection is this, the kind of boys who enter on board the *St. Mary's* are boys who do not like to go to school; they want to go to sea; they join the ship with that idea and for that purpose, and look forward most anxiously for the day to arrive when the ship is to sail on her annual cruise.

The statement that unless the ship remains in New York all winter the complement of boys would not enter, is not, in my opinion, correct.

Many more boys enter on board the *St. Mary's* in the spring, a few weeks before the sailing of the ship, than at any other time, and this is true for the reason that they wish to go to sea, and do not care to pass the winter on board the ship, lying alongside a wharf, where the ship becomes, for the time being, simply a house.

My idea is that the *St. Mary's*, after her return from her summer cruise in October, should remain in New York until December first, when she should sail on a *winter* cruise to the West Indies, returning to New York about April first, sailing again on her summer cruise to Southern Europe about May 10.

This arrangement would give twice the amount of opportunity for nautical work and practical navigation as at present; the boys would be more contented, and would acquire as much knowledge of seamanship in one year as they now do in two.

I believe that two thousand dollars would cover the additional cost of the wear and tear of sails and rigging of a winter cruise — a small sum in comparison with the results.

Another suggestion I desire to make to the council is the necessity of providing, by some sure means, places for our graduates in our merchant marine. Boys who have passed through the Nautical School must, if they desire to follow the sea, secure places on board of our ships or steamers.

More or less uncertainty, not to say difficulty, has been experienced by our graduates in obtaining these situations. Now, if they are unable to procure places in our merchant marine, what is the use in their attending the Nautical School; why, in fact, should it exist?

In my opinion, every owner of an American square-rigged vessel should be *compelled*, by act of Congress, to receive on board, as a portion of her crew, two or more boys who have graduated from this nautical school, or from any other similar school belonging to any other city or State. The certainty of this employment would stimulate and encourage those engaged in this nautical school work; it would be the means of raising the system to a higher plane than it has ever before occupied, placing this and similar schools in closer relations with the general government, thus giving our boys a real object to work for; something they have really never had.

As my term of superintendent of the New York Nautical School is about to expire, I must take this opportunity to express to the several members of the council my appreciation of the uniform courtesy and consideration I have received from them on all occasions.

I remain, yours very respectfully,

A. S. CROWNINSHIELD,

Com. U. S. Navy and Supt. N. Y. Nautical School.

REPORT OF THE SURGEON.

NAUTICAL SCHOOL SHIP ST. MARY'S, }
NEW YORK, November 3, 1890. }

Commander A. S. CROWNINSHIELD, *U. S. N., Commanding St. Mary's:*

SIR.—My services on the St. Mary's commenced with the annual summer voyage in May last. The cruise, which continued five months, was sailed in healthful latitudes, and the ports visited, both at home and abroad, were free of infection. Upon the health and development of the growing youths, for whose instruction this school is designed, the voyage has been productive of benefit apparent to any observer. The routine of duties and the opportunities for recreation have been arranged to conserve as much to this end as circumstances have permitted, and the pupils are surely to be congratulated that this annual voyage removes them from the heat and miasma of a summer in the city to the ozone of the ocean. There could not be for them a more salutary change.

Such diseases as are incident to change of drinking water, the alternations of climate, and too free use of fruit have been mainly the care of the medical officer — diarrhoeas, fevers of an ephemeral

character and colds; some malarial fevers have reappeared in pupils from Long Island and New Jersey, but no cases have resisted treatment for an extended period. I should properly here speak of an epidemic of scabies which developed from one case, of the existence of which we were ignorant until several others had been infected. These were isolated as much as possible to prevent further spread of the very troublesome and very contagious ailment, and upon the arrival of the ship in the United States, recommendation was made to the commanding officer to disperse these cases to their homes, and to destroy everything that pertained to them in the ship, allowing them to return at the end of a month. These measures were promptly adopted. I have on several occasions examined the drinking water and food served out on board, and found these supplies good in quality and ample in quantity. Fresh provisions have been served out whenever it was possible. The fullest liberty consistent with work and discipline has been allowed. All things, in fact, which conduced to sanitation have received the proper and careful attention of the commanding officer.

Very respectfully,

(Signed.)

ROBERT WHITING,

P. A. Surgeon, U. S. N.



APPENDIX.

- EXHIBIT 1. Proceedings of Forty-fifth Annual Meeting of New York State Teachers' Association, July 7, 8 and 9, 1890.
- EXHIBIT 2. "Prussian Elementary Schools," a paper prepared at the request of the State Superintendent of Public Instruction, by Hon. James Russell Parsons, Jr., of Hoosick Falls, N. Y., formerly School Commissioner of the First District of Rensselaer county, and afterwards United States Consul at Aix-la-Chapelle, Germany.
- EXHIBIT 3. "The Authority of the State in the Education of her Children." An address by Andrew S. Draper, State Superintendent of Public Instruction, before the Onondaga Educational Council, at Syracuse, N. Y., Saturday, November 8, 1890.
- EXHIBIT 4. Proceedings of the Eighth Annual Meeting of the State Council of Superintendents, October 16 and 17, 1890.
- EXHIBIT 5. Minutes of "The Society of Associated Teachers of City of New York," 1794. From the original manuscript on file in the State Library.

A P P E N D I X.

EXHIBIT No. 1.

New York State Teachers' Association.

PROCEEDINGS OF THE FORTY-FIFTH ANNUAL MEETING, HELD AT
SARATOGA SPRINGS, JULY 7, 8 AND 9, 1890.

NEW YORK STATE TEACHERS' ASSOCIATION.

FORTY-FIFTH SESSION.

SARATOGA SPRINGS, 1890.

PROGRAM.

MONDAY EVENING, JULY 7.

Preliminary meeting for organization.

Address of welcome to the association—

Charles C. Lester, Esq., Saratoga.

Response by the president of the association—

Principal Walter B. Gunnison, Brooklyn.

Annual educational address—

Hon. Seth Low, LL. D., President Columbia College.

TUESDAY MORNING, JULY 8.

Business meeting of the association.

The Professional Training of the Teacher, Discussed from the Standpoint of the University, the Normal School and the Academy.

Paper — “The Duty of the University to the Teaching Profession”—

Nicholas Murray Butler, Ph. D.,

Professor of Philosophy and Pedagogics, Columbia College.

Discussion — Frank S. Capen, Ph. D., Principal State Normal School, New Paltz.

Francis J. Cheney, Ph. D., Principal Kingston Academy, Kingston.

TUESDAY AFTERNOON, JULY 8.

Business meeting of the association.

Paper — “Is Special Training in the Schools for the Political Duties of Citizenship, Practicable?”—

Hon. Wm. A. Poste, Civil Service Commissioner, Canton.

Discussion — Superintendent A. G. Slocum, Corning.

Principal Channing Stebbins, Brooklyn.

TUESDAY EVENING, JULY 8.

Annual address of the State Superintendent—

Hon. Andrew S. Draper, Albany.

WEDNESDAY MORNING, JULY 9.

Business meeting of the association.

Report of Special Committee—"What Shall Our Children Read?"—

Principal George E. Hardy, Chairman, New York.

Address..... Edward Eggleston, Esq., Lake George.

General discussion.

Paper—"The Closer Articulation of the School with the University"—

Superintendent A. B. Blodgett, Syracuse.

WEDNESDAY AFTERNOON, JULY 9.

Paper—"The Study of English Literature in the Schools"—

Superintendent A. P. Marble, Worcester, Mass.

Reports of committees.

Reports of officers.

Introduction of new officers.

Adjournment.

NEW YORK STATE TEACHERS' ASSOCIATION.

PROCEEDINGS OF THE FORTY-FIFTH ANNUAL MEETING, HELD AT SARATOGA SPRINGS, JULY 7, 8 AND 9, 1890.

The forty-fifth annual meeting of the New York State Teachers' Association was held in the First Presbyterian Church of the village of Saratoga Springs, on the 7th, 8th and 9th of July, 1890.

MONDAY EVENING, JULY 7.

The following were the officers of the association present: Walter B. Gunnison, president; A. C. Hill, vice-president; A. W. Morehouse, recording secretary; C. N. Cobb, treasurer; John F. Woodhull, superintendent of exhibits; L. C. Foster, E. N. Jones, James M. Milne, Geo. E. Hardy, executive committee.

The association was called to order by the president, Mr. Walter B. Gunnison, at a quarter past 8 o'clock.

Rev. D. W. Gates, pastor of the First Methodist Church of Saratoga Springs, offered prayer as follows:

Our Heavenly Father, we recognize Thee as the source of all blessings, the giver of all life, and we adore Thee not only for all Thou art in Thyself, but for all Thou hast done for us.

We thank Thee for all that hast ministered to our comfort and our happiness, to our education, to our elevation, physical, intellectual and spiritual. We thank Thee for this great land, and for this commonwealth, and for all the institutions Thou hast given us in Thy good providence. We thank Thee especially for our institutions of learning of various grades. We thank Thee for the great and glorious work that is going on among the people, instructing the children and the youth in the things pertaining not only to this world, but the world to come.

Thou art the God of creation, the God of science as well as the God of grace, and we recognize Thy hand in all the gifts that have come to us; and we praise Thee especially for the good work which is going on in our own State in the schools.

We pray for Thy blessing upon all the teachers, and upon all the scholars in the schools of this great State. We pray for Thy blessing upon the work of education in the different grades, and pray that Thou wilt bless Thy servants who have charge of this great work. Grant Thy blessing upon this association, upon this convention, upon these officers, upon all who shall take part in this work. Give the aid of Thy spirit, grant Thy blessings; and not only now but during the years to come, we pray that this work may be furthered, and that the children may not only be taught the things pertaining to the laws governing the material world, but may they also observe and obey those laws which come from Thy holy word, and may they be built

up in that moral and Christian character which shall render them useful to the government and the world.

Forgive us our trespasses and sins. Bring us at last to Thy Heavenly Kingdom, through riches of grace in Christ Jesus. Amen.

GREETINGS TO OTHER ASSOCIATIONS.

The following resolutions were offered by Dr. E. H. Cook, and unanimously adopted:

Resolved, That the President of this Association be and hereby is directed to convey the cordial greetings of the association to the American Institute of Instruction, now in session in this village, and to the National Educational Association, now in session at St. Paul; and

Resolved, That this association extends a cordial invitation to the National Educational Association to hold its next annual session at Saratoga.

ADDRESS OF WELCOME.

Mr. Charles C. Lester, of Saratoga Springs, gave the following address:

MR. PRESIDENT, OFFICERS AND MEMBERS OF THE NEW YORK STATE TEACHERS' ASSOCIATION.—I have the honor, on behalf of the local committee, and on behalf of the citizens of Saratoga Springs, to welcome you to our village. There are no ponderous gates to be swung open before you. It is with no ostentatious ceremonies that we offer to you the freedom of our city. And yet our welcome is not less sincere on that account. We have not shut ourselves in behind massive walls nor shut out any who may feel inclined, from time to time, to sojourn among us. Yet their coming is not without interest to us. Saratoga has proved attractive to people of all classes. It has become famous as the meeting place of conventions of every kind. Politicians select it as the place for choosing candidates, framing platforms and sounding the first notes of political campaigns. The representatives of our great churches meet here, from time to time, to review their work and formulate plans for the future. Those engaged in the various branches of trade and manufacture come here to consider their methods of work and devise new ones. Scientific and literary societies, associations of lawyers and physicians, military organizations and temperance reformers, aye and even undertakers meet in Saratoga, and find conditions suited to the theoretical development of their various lines of activity, though I am happy to say that the latter class have but small opportunity for the practical application of their theories in this salubrious region. Then why should Saratoga not become the headquarters of educational organizations? There is no reason why it should not. There are many reasons why it ought. Perhaps I may be pardoned for suggesting at the present moment a few of the reasons which seem to me to mark Saratoga as the place where the great cause of education should find its headquarters.

In the first place at the risk of being thought pedantic, I would call attention to the fact that in the geological sense Saratoga is about the oldest place on earth. It lies upon the edge of that narrow strip of land which geologists tell us was first reared above the waters of the

primeval sea, and almost within the boundaries of its corporate limits exhibits the successive shore lines of all the periods from the age of granitic rocks to the Hudson river shales. It is a most interesting geological locality and well worth the careful study of those who incline toward that fascinating science. But to those who care less for geology and prefer the kindred science of mineralogy this place is none the less interesting. One of the most remarkable mineral veins known lies at the outskirts of our village. For a long time it was almost the only place known in the United States where some of the rarest minerals could be found, and specimens of chrysoberyl and columbite from that vein are among the choicest specimens that adorn the collections of mineralogists. The fountains of mineral waters each differing from the other in its constituents and medicinal properties are also well worth study.

Students of archæology find this one of the most interesting localities in the United States. The shores of Saratoga lake abound with specimens of stone implements, from the rude arrow and spear heads to the most carefully wrought and highly polished utensils produced by prehistoric man.

To the student of history how full of the most important suggestions is the name of Saratoga. A few miles away to the east is that most interesting field where was fought the battle remembered by that name, which is justly accounted one of the few decisive battles of the world, and the field on which the British General, John Burgoyne soon after surrendered to the American forces. Of what inestimable importance is this great event viewed to-day in the light of its consequences. It was in this conflict that the Americans demonstrated their ability to cope with their powerful antagonist, and realized that they possessed within themselves the possibilities of a national existence. The very atmosphere of Saratoga is a stimulus to ideas, a provocation to intellectual activity.

And there are many other reasons of a more practical nature why this is well adapted to the requirements of educational associations for a place of meeting. The facilities of Saratoga for properly entertaining a large concourse of people, and affording adequate accommodations for meetings and the transaction of such business as is brought before such a body as this are, unequaled outside our largest cities, and not surpassed even in them. In addition to these advantages, there is the immunity from the smoke and heat of the city, there is the pure mountain air coming down to us from the Adirondacks; there are the charms of the country in the summer time; there are the birds, the groves, the meadows and the other things of which, I just now realize, I must not speak, lest I break through hospitality and bore you with a dissertation upon the charms of Saratoga. I bid you welcome to our village, such as it is, and doubt not that you will soon find out its attractions and advantages.

You come here to consider educational needs and educational methods. It is a broad field and second to none in its importance. I may be pardoned, perhaps, for having failed during the past fifteen or twenty years spent amid the activities of an arduous profession, in keeping posted respecting educational tendencies, and the opinions

of those who make this the work of their lives. I saw, or thought I saw, when I was about leaving college to enter upon the study of my profession, a growing tendency toward the special cultivation of those powers and abilities which were supposed to fit a man to earn a livelihood, to enter into the struggle for riches and come out successful, to win distinction and honor. It seemed to recognize the fact that human life was a struggle, hopelessly a struggle, though not necessarily a hopeless struggle. Its effort was to develop the powers of the individual, to raise them as far as possible above the average of human powers, so that the individuals subjected to its benign influences might succeed, even though such success were achieved at the expense of humanity. It took society a long time to reach the point where it was possible for individuals to rise through the exercise of their natural or acquired powers. Riches and authority were for many centuries of the world's history distributed on the basis of the accident of birth rather than personal merit. It is an advance of inestimable consequence for society to reach the condition in which a career is open to personal merit. But there is another step for society to take even greater than that. It is to reach that condition in which the efforts of the individual will no longer be to raise himself at the expense of his associates, when there will no longer be a struggle between man and man, but when the efforts of individuals will all co-operate to raise humanity. If all the energy that is now wasted in the struggles of individuals to outstrip each other could be combined and utilized for the general advancement of the community, what progress should we not behold? I am looking for the day which must sooner or later come—which, I believe, is not in the distant future—when the public advantage will be the underlying idea in education, when the views of the youth will be broadened by careful instruction in the relations that exist between the individual and the community, when the youth of the land will be taught from early years that public prosperity is the condition under which alone individual success can be attained, when the ambition of youth will be directed toward the melioration of society, the advantage of the community as its only worthy object. But it is not my part to offer instruction to instructors in their own science. It is for me to welcome you to Saratoga, to express the hope that your meeting may be a successful one, that you may derive practical benefit from your conference with each other upon the important subjects that are to engage your attention, that, when your work is over, you will remain as long as possible to enjoy the various attractions of this national watering place, and that when you leave us it will be with the intention of returning soon.

And while you remain, I declare you to be of our own number. You are Saratogians *pro tempore*, and as such we recognize in you our brethren.

RESPONSE.

Mr. Walter B. Gunnison, of Brooklyn, president of the association, responded by saying:

It becomes my very pleasant duty, as president of the N. Y. S. T. A., to respond in behalf of the association to the kind words of the chairman of the reception committee welcoming us to this place.

It speaks much, sir, for the hospitality of an individual or of a village or city that it is willing to receive again and again the same guest, and it is, therefore, particularly cheering to this association to hear again these cordial words of welcome and to be assured that we have not worn our welcome out in Saratoga, for we have frequently made large demands upon your hospitality.

Eighteen years ago we held our twenty-seventh anniversary here, and the welcome was cordial, as the record reads. Nine years ago it was the same, and five years ago your greeting was just as hearty. So much at home you have made us feel that as an association, we have now come with all our worldly goods and effects and declare that, so beautiful in situation is Saratoga, so hospitable its people, that we wish to be regarded no longer as a transient guest but as a permanent resident. Commencing with this meeting our constitution says that this shall be the permanent abode of the association. Your words of welcome cause us to feel that in thus settling ourselves upon you we will not be regarded as trespassing too much upon your hospitality and good nature.

Standing as we do as the only State organization that represents the entire teaching force of the State, the only one in which all teachers, of whatever grade, can meet and discuss matters of common interest, we keenly feel the responsibility that rests upon us. Never before in the history of our organization was so much and such effective work being done in the direction of a *wiser and more dignified* appreciation of the work of the teacher. Colleges and universities are recognizing the revival, or rather *awakening*, and are furnishing opportunities for the active and ambitious teacher to perfect himself in those broad and underlying principles which should direct his efforts, and they are going further and are placing the stamp of their official indorsement upon work done in the line of pedagogical research and investigation, at last admitting that skillful treatment in properly training and developing the human soul is not absolutely without its value, and may perhaps stand equally with that skill which has always been recognized, which seeks only to repair and adjust deformities, the outgrowth of unwise or misdirected earlier instruction.

Under the skilled direction of our peerless Superintendent of Public Instruction emphasis is being placed upon the necessity of professional work as never before, and I believe the time is not far distant when a young man will no more presume to start out to *practice teaching* without mastering its *principles*, than does the young man presume to practice medicine without his anatomy and *materia medica*, or the law, without his Kent and code.

The teachers of this State are keenly alive to the demands that are upon them. All over the State the minor educational bodies have thrived and waxed strong. In the city of Brooklyn during the past winter over *thirty* classes have been organized by the teachers in the public schools, with paid instructors to advance the character of their work, and over 900 teachers availed themselves regularly of the advantages thus afforded. And what is true of Brooklyn is true of most of the cities of the State.

The work of this association at this time is peculiarly important, since in its hands rests the responsibility of shaping, directing and crystallizing this output of energy into great factors of permanent

usefulness. It meets not to discuss minor details of method and classroom procedure, but to outline and determine great questions of educational policy. The special organizations look to it to make final and authoritative utterance along the line of the great and vital general problems. They look to it to advance the profession of teaching to the dignified position held by the other learned professions.

Whether this shall be done, and that right speedily, rests largely with this association to determine. A few months ago I listened to an able address by a president of one of the city boards of education, in which he asserted that of all the organized bodies of workers the only ones that failed to impress themselves upon the people of the State were the teachers' organizations. He said that if there was a plumbers' or a brewers' organization of one-half the strength of our State organization, it would immediately demand and immediately receive State recognition.

It remains for this body to determine whether it shall long continue to be a fact that the lawyers of this State shall largely determine the qualifications of those who shall practice law; that doctors shall pass upon doctors, clergymen upon clergymen, and that teachers shall have absolutely nothing to say as to who shall enter their ranks. Possibly it may be necessary, in order to accomplish the greatest amount of good, that the form of our organization shall be changed, so that the business part of work shall be done by delegates rather than by our present general plan. If this change should seem wise, we have in our institutes held in each commissioner district, and in our larger and more powerful teachers' organizations, machinery already at hand to inaugurate the work. It has been alleged that some of our more general teachers' organizations are no longer gatherings of the nation's representative educators, but simply an opportunity for the picnicker and excursionist. If this can be in any degree charged against the State organization, a halt must be called, and a radical change in organization made. I trust these general questions of policy will receive the fullest consideration at your hands. And we trust, Mr. Chairman, that such may be the character of this meeting, such the importance and far-reaching influence of its determinations, that you and the kind people you so ably represent will feel no cause to regret your cordial welcome of the association to your midst.

THE RELATION OF THE STATE AND THE LOCALITY TO PUBLIC EDUCATION.

After responding to the address of welcome, President Gunnison said:

We have with us to-night the president of New York's great college, and I have pleasure in introducing to you President Seth Low of Columbia.

President Low said:

When the invitation came to me to address the State Teachers' Association, I hardly felt that I had time between the invitation and this meeting, on account of the pressure of other duties, to prepare a paper which should be brought before this association. But in considering the invitation it seemed to me that the president of Columbia College ought to be in close connection with the teachers and school

interests throughout the State, and that this opportunity of meeting with the teachers ought not to be neglected. So I have in my busy time prepared the paper which I now present to you, and have allowed myself the liberty of taking this phase of school work.

It is interesting testimony which is given at Saratoga this week, to the important place which public education holds in American life. To-day begins the annual session of the New York State Teachers' Association, and the teachers of this great commonwealth, who have been doing their all-important work under such different conditions, meet for mutual consultation and encouragement. To-morrow begins the meeting of the American Institute of Instruction, a body largely composed of teachers of New England, while concurrently with both, is held the annual Convocation of the University of the State of New York. All of these gatherings bring together men from widely different neighborhoods, of widely different training, and of widely different points of view, but men all of whom are concerned in the great cause of public education which animates them all. That must be a cause capable of appealing to the imaginations of men which can work an effect like this. And surely such it is. The ideal of a nation made wise, made patriotic, made tolerant, made self-respectful, by the general education of its children, is an ideal worth all our striving, is an ideal which begets high endeavor while it demands it.

The most obvious reflection springing from the presence of these various gatherings in Saratoga at this time is that which has suggested my topic, the likeness, yet the unlikeness of the problem to which these gatherings testify. The cause is one, but the conditions under which the work is to be done are as widely different as the city and the forest, the salt sea and the mountain. Clearly, then, the function of the State in this business is to deal with those aspects of the question which are common, the function of the locality is to deal with those aspects which are local and singular.

I ask you to observe, first of all, that the right of public education is one of those rights, for the enjoyment of which the American looks to his State. Had the States devolved upon the federal government every other attribute of sovereignty, still in retaining control of public education, the States would have maintained a relation to their citizens, demanding a sovereign care and a sovereign wisdom, as well as a sovereign power. Not an institution of learning in this State bestows degrees, not even the ancient college, over which I have the honor to preside, which is older than the State itself, except by the authority of the people of this commonwealth acting in their sovereign capacity. The education of the humblest child is the people's care; so also the puissant champion of learning is knighted only with their consent.

Hence it would appear that the locality in its relation to public education is the agent of the State. It is not merely that the locality derives from the State the power to exercise such and such functions, as a city, for example, is endowed with the functions of a corporation for the purpose of laying out and paving streets, but it is that the locality is charged with the duty of doing such and such things in the State's behalf. This is an important distinction, fruitful of important consequences. To the American mind it appears to be a species of tyranny for the State to say to a locality, you must pave your streets

in such and such a way, to compel a locality for a purely local need to bear an expense which the local public sentiment does not demand. But the matter wears quite a different aspect when the locality, though still working locally, is in fact working as the agent of the State. Then it is every way becoming that the State, not the locality, should make the standard and should see that the standard which it makes is everywhere upheld. The question becomes, in substance, the practical question, what part of the work can the State do best, and what part the locality. It would seem to be clear that the minimum standard should be fixed by the State. If any locality cares to carry its work beyond this general standard, that privilege may cheerfully be conceded. But the general standard certainly should be fixed by the State; first, because the State is likely to fix it most intelligently; second, because only in this way can there be any uniformity of result; and third, because when education is shaped with reference to the work which is to follow, a result which the State alone can secure, the best results are reached.

It is not to be forgotten that in this country we are learning the art of self-government by experiment. The advantages of the process, we believe, far exceed the inconveniences. But one of the difficulties which besets us at every step is precisely the lack of a proper standard in many directions on the part of the people. In a matter like education, which is at once an art and a science by itself, such a lack is likely to show itself more forcibly in the locality than in the State. This gathering is itself a witness that every locality can contribute something to the general wisdom. In the State there are many men who have traveled and who know what is being done elsewhere. In some localities there are no such men. The Spanish have a proverb, such a one as one might easily suppose would take its rise in the days of Columbus and Cortez and Pizarro, whereby they describe a narrow-minded man as one who has never been sea-sick. And so we may say in America that the world is greater than any country, and they who prescribe what a child shall be taught, and in what space of time he ought to be taught it, should be wise with the knowledge of what is being done elsewhere in other countries and by other children. The day has gone by when the United States can afford to disregard the experience of Europe in the matter of public education. Let us rejoice that it is so, and let us be ready to learn from others as others have learned from us. It is certainly true that the obligations of America to Europe in the higher walks of scholarship are beyond computation. I am glad to believe that there is something of a corresponding indebtedness upon the other side. But where we have learned so much in relation to the higher education, the wise man will study diligently the foundations upon which so fine a structure has been reared.

I referred a moment ago to the question of time as an important element in the various steps of popular education. The whole educational world in this country is astir just now over the proposition emanating from Harvard that college bred men enter too late in life upon their professional career. Let no one suppose that the scope of this question can be limited to the college and the university. Like the wave created in a lake by a falling stone, the agitation will not stop until it has struck the furthest shore. It will ask of every depart-

ment of the educational life that it give account of itself. When was brought into contact with the public school system of Brooklyn, a few years ago, I discovered to my surprise that with a larger number of students in the highest grade than were to be found in the public schools of Boston in the corresponding grade, the grammar schools of Brooklyn graduated little more than one-quarter as many students as the grammar schools of Boston. I am happy to know that the discrepancy against Brooklyn has largely disappeared since then, though I believe the proportions are not yet altogether what they should be. The incident suffices to illustrate my point that the scholar is threatened at every stage of his school life with an uneconomic use of his time, unless the steps of his progress be timed as well as directed by the best wisdom of the commonwealth. There is always danger that the effort will be made to teach too much, to teach a smattering of too many things, instead of laying solid foundations broad and deep, and instead, above all, of teaching the pupil himself to observe and to think. I plead for an active oversight, at least, on the part of the Regents, of the curriculum of every school in the public school system of the State. I would have it a part of their duty to maintain such an oversight of the system in every locality, that the results obtained in all places should measure up to the ideal, at least as well as the results in any other State; or rather, as a citizen of New York, I prefer to say, such an oversight that the results obtained in this great commonwealth should be the recognized standard in all our sister States. It is not an idle dream, this ideal that there should be practical uniformity of results in all the schools of the State of similar grade. Germany accomplishes it through the benign influence in that particular of the central government. The only question with us is, whether we will let the State, which is ourselves, do a similar work for us with similar efficiency.

There is another element in the problem, besides the shaping of the curriculum and the oversight of the work, in which the voice of the State must be clear and decisive. It must define, and define adequately, the qualifications of the teachers in the various grades, and, if necessary, test these qualifications. I do not mean that the State should in any way interfere in the actual selection of teachers. That by all means belongs to the localities who are to employ them. But the State should define the training and equipment which the teacher must have before he is eligible to enter any one of the public schools. Similarly the State might well fix the minimum educational requirements for the different positions of responsibility throughout the schools. I do not know the difficulties which beset the public schools in the country districts, but I do know, from experience, many of the difficulties with which the schools of a great city have to contend. I have been obliged in the course of my official life to veto the appointment of a hatter to be the farmer of a truant home. When the hatter discovered that the duties of a farmer included milking a cow and raising potatoes, "the subsequent proceedings," in the picturesque language of Bret Harte, "interested him no more." But the spoils system in politics, which assigns, without a blush, to duties on which the health and comfort of numbers of boys depend, a man confessedly unable to discharge them, is not held entirely at bay by the sacred character of the public schools. In my judgment, the only way effec-

tively to defend the public schools from an inefficiency born of a low standard of attainment in the teachers, is, as I have said, for the State to define, and to define adequately, the qualifications which are necessary for eligibility to become a teacher. Let the locality select its own teachers surely, but compel it to select teachers of adequate preparation. For the locality does not educate for itself alone, neither in the payment of its teachers does it disburse local taxes only. The locality educates to make good citizens of the commonwealth, and in the payment of its teacher it receives its share of the State school fund. But apart from this aspect of the question, there is a pedagogic aspect of it which is quite as important. The educational effect of a given school ought not to be to shoot its pupil into space, like a rocket, to strike the ground wherever chance may take him. The result ought rather to be that, like an arrow aimed at a mark, he is propelled so far towards a definite end. Within the same school it is easy to see that the best result is reached when one grade fits the scholar to enter, adequately prepared, upon the duties of the grade next above. The argument is equally forcible when the scholar is to go, not from grade to grade, but from school to school. I believe that school will do the best work, other things being equal, which holds definitely before itself the aim of preparing its pupils for the school next beyond it in the educational line. As Whitter has it, speaking of the education of life, "Not on a blind and aimless way the spirit goeth." Or, to change the figure, popular education seems to me like a pyramid, the shape of which is controlled by its topmost stone. Let the base be broad and ample, broad enough and ample enough for the millions of little ones, who are to be cared for there, but even at the base let the shapeliness begin to appear by the lines which point to the graceful, far off, top and corner stone. Those of us who are concerned with the higher education, know well with what different equipment of preparation the schools send their scholars to the college. Neither is this difference of preparation only in the final studies which fit specifically for the college. It is noticeable, scarcely, if any less, in the fundamentals of good spelling and correct grammar. When a young man reaches college it is too late for him to be taught these things. Style and the use of words, rhetoric and composition, he may be instructed in. But college methods do not lend themselves to giving the preparation in the fundamentals, which college methods, in fact, assume. I have come into the educational field, as you all know, very recently, and I bring to it, at the least, a fresh eye. It may be that my standards are too high, but I confess that I have been shocked by the bad spelling, and the bad grammar which have met me, in quarters where such things ought by no means to be known. I am led to believe, by inquiry and observation, that my experience is not singular. Someone has even said that there is no English taught to-day. It may be so, but if it be, it is most lamentable. Whatever I can do, as the head of Columbia College, I mean to do, to make Columbia "a well of English undefiled." I value the classics, as one might value a treasure house, out of which men are continually bringing things new and old. I value the modern languages of the great brotherhood of living nations, through a knowledge of which men feel, as it were, the throbs of the life blood of humanity. I value the mathematics, that mar-

velous domain of precision in which men catch the rhythmic movement of the heavens, as the earth and the stars keep step together in the march of time. I value the speculations of philosophy, and the superb demonstrations of science. But before all, for the American, because for him fundamental to all, I value a master's mastery of his own tongue, the tongue of Shakespeare, and the tongue of Abraham Lincoln.

I am well aware that in pleading thus for uniformity of results in schools of similar grade, I may seem to be indifferent to the natural difference between scholars in mental characteristics and intellectual ability. I am not so indifferent. But I look upon the education of the schools as partly a matter of awakening into activity the dormant powers of the mind, partly a matter of laying foundations, and partly a matter of training. It may easily be that the process of awakening, and the process of training, should differ widely for different pupils. It is this which makes the art of the good teacher. But the foundations to be laid are sufficiently alike for all to justify as reasonable the making of the same demand of schools of like grade. In the State of New York we are singularly fortunate, as I conceive, in having at hand in the Regents of the University, thanks to Alexander Hamilton and his colleagues, a body competent to secure for the schools of the State at large, the advantages of this general oversight and control. Mr. James Bryce, in his book on the "American Commonwealth," quotes Tallyrand, as having said of Hamilton that "he had divined Europe without having seen it." Certainly, in this case, there seems to be good reason for believing that the University of the State of New York served largely as the model for the University of France. But the difference has been this. The centralizing tendency of government in France, under all regimes, has enabled the University there, as soon as the disposition existed, to make itself felt as a power and an inspiration through all the schools. Here in New York, on the other hand, we are only beginning to learn, I think, of how great value the University of the State may be to all our schools, if we will only let it be. I plead, then, not only for progressive and enterprising localities, but for a live University of the State of New York, a University that shall be not only a collector of statistics, and the official grantor of educational charters, but a University which shall be the inspiration of the educational system of the State, from one end of the State to the other, a university which shall furnish at once a worthy standard and a wise guidance, and which shall impart to every locality the splendid vigor and the high aspirations of the people of the Empire State.

Thanks to President Low.

Dr. James M. Milne, of Oneonta, moved that a vote of thanks be tendered to the Hon. Seth Low, president of Columbia College, for his admirable address. The motion was unanimously carried.

THE EXHIBIT.

Professor John F. Woodhull, Superintendent of Exhibits, said:

Inasmuch as the exhibit will be open for only two days, beginning to-morrow morning, it is well that you should know just where to

find it, and when to find it. It is a pleasure to announce that we have over 6,500 square feet of exhibit this year, gathered from the schools of this State, and I believe that no more honest exhibit has ever been put before the public. It is a spontaneous expresssion of the public school children of the State, and it has been arranged very carefully. I would advise you to find table No. 1, and follow it up through all the tables, and you will find that there is a plan running through it. We have been about six days arranging this exhibit, and it is intended that those who care to look at it at all, may find it interesting to trace it through from beginning to end. It is worthy of more than a passing glance, and I believe, if you study it for an hour or two, you will find that it presents a subject of much interest.

I believe it to be of great educational value, and so I advise you to search it out. You will find it in the ball-room of Congress Hall. I hope it will meet with the approval of the association to appoint a committee to inspect the exhibit, and to report upon its merits or demerits.

The association then adjourned until Tuesday morning.

TUESDAY MORNING, JULY 8.

COMMITTEES APPOINTED.

The president appointed the following committees:

Finance committee.—E. N. Jones, Saratoga; L. C. Foster, Ithaca; James M. Milne, Oneonta.

Necrology committee.—C. W. Bardeen, Syracuse; John M. Milne, Geneseo; John T. Serviss, Amsterdam; Grace B. Latimer, Oneonta; Abbie Osborne, Saratoga.

Committee on resolutions.—William L. Felter, Brooklyn; Arthur Kneeland, Batavia; Dr. Charles Verrill, Franklin; Mrs. Francis Funston, New York City; Ella Richardson, Auburn.

Committee on nominations.—A. G. Slocum, Corning; S. G. Williams, Ithaca; F. J. Cheney, Kingston; J. W. Kimball, Amsterdam; H. C. Litchfield, New York City; J. H. Haaren, New York City; M. N. Horton, Bainbridge.

Inspectors of election.—Jared Barhite, Irvington; W. L. Fitzgibbons, Brooklyn; R. R. Requa, New York City; L. D. Arms, Gilbertsville; W. G. Bassett, Richville; H. C. Stetson, Ogdensburg.

Committee on exhibits.—John Kennedy, New York City; Superintendent S. A. Ellis, Rochester; William C. Hess, New York City; Miss A. L. Balch, Oswego; Miss Emily C. Powers.

HON. HENRY BARNARD.

The following resolution was offered by E. L. Kellogg, in behalf of a testimonial to the late Henry Barnard, and it was referred to the committee on resolutions:

Resolved, That the New York State Teachers' Association heartily approve of the effort to raise a fund for the Honorable Henry Barnard, as a testimonial of his services in behalf of public education.

Miscellaneous.

On motion of Dr. E. H. Cook the executive committee was requested to change the hour of the afternoon sessions from 2 o'clock to 2.30.

Superintendent Jones, on behalf of the local committee, made a few announcements to the association, having to do with admission to the principal springs, reduced rates to Mount McGregor, and to the the House of Pansa.

THE DUTY OF THE UNIVERSITY TO THE TEACHING PROFESSION.

After the business meeting, President Gunnison introduced Dr. Nicholas Murray Butler, dean of the university faculty of philosophy, Columbia College, and president of the New York College for the Training of Teachers, who read the following paper on the above entitled subject:

The consideration of the subject before us, the Duty of the University to the Teaching Profession, is perhaps the broadest and perhaps the deepest question that is before the teaching world at the present time. In accordance with the terms of my invitation, I am prepared to present merely a single phase of the question, namely, the work of the university in developing that science and that art on which the profession of teaching depends for its existence. In presenting my paper on that phase of this subject, I have no hesitation in acknowledging that in the past the university has too often left undone the things that it ought to have done, and has done the things it ought not to have done; but I am very sure that the continued appreciation on the part of associations like this of the importance of the subject, is beginning at the present time to bring its reward.

From the close of the Middle Ages the universities have been a potent force in promoting the intellectual development of the civilized world. They have been at once the conservators of culture attained, and the means to a broader and deeper acquirement. Innerius and Wyclif, Newton and Kant, von Ranke and Helmholtz are notable representatives of that mighty army of intellectual heroes whose chief distinction it is to have been learners as well as leaders in learning. The ambitious and enthusiastic band of students about whom Barbarossa, more than seven centuries ago, threw the effective protection of his *Habita*, little knew the full significance of the movement that received legal sanction in that famous decree. From Bologna's foundation until the present time the university has continued to increase in scope, in power, and in influence, until to-day it stands in Europe and America alike, the faithful witness to the intellectual triumphs of the past, and the sure guide to the intellectual progress of the future.

Crowning as it does the educational system of our time, the university stimulates and strengthens every phase of educational activity. No department of the scholastic organization is wholly beyond the reach of its influence. Its spirit touches and animates, although sometimes very indirectly, every grade of common school. In 1867 Renan wrote most truly, "It is the university that makes the school. It has been said that it was the primary teacher who conquered at Sadowa, but, no, it was Prussian science that gained the victory there." It is profoundly true that the university has molded and shaped, unseen and often unknown, the practical affairs of life, the faith of nations, the current of human history. It is true also that every age, perhaps every generation, has some demands peculiar to itself and its needs, to make of the university. It asks perhaps historical insight,

an extension or application of scientific knowledge, a sure basis for philosophical and theological criticism. Our own country and our own generation, charged with the terrible responsibility for righteous self-government, under conditions more complex and confusing than any yet known to history, demands of its intellectual leaders light on the problem of training upright and intelligent citizens, and help in its solution. The need of our time is well-trained, educated men and women, equipped morally, intellectually and physically to be of service to society and the State. As the common school with its army of teachers, scattered as it is over the length and breadth of the land, is the controlling factor in the problem of national education, it comes to pass that at this time the university owes a most imperative duty to the teaching profession. This duty is nothing less than the careful and systematic exposition of education considered as a science.

It has frequently been remarked as curious, that great as is our zeal for education, we have yet so long overlooked education itself, as a subject of study and investigation. Perhaps the study of the process of education is, like introspection, only fruitful when a considerable degree of development has been attained. But surely the necessary stage has been reached, when from Aristotle to Spencer, education has claimed the careful attention of almost every thinker, whose name occupies a permanent place in the history of philosophy, when great nations are freely spending both their treasure and the energy of their profoundest and acutest intellects in the endeavor to provide a complete and harmonious system of scholastic training for their youth, when thousands and hundreds of thousands of teachers engaged in the actual work of the school-room are asking for light to guide their daily practice and principle on which to base it. Surely now the time has come when the university may and must lend its aid. Normal schools are invaluable, professional training schools and colleges for teachers are necessary, but these are not all. They serve to cultivate a field which the university can not reach directly, but they can not supplant the work of the university itself. The university, and the university alone, is equipped by tradition, by scholarship, by resources and by opportunity to give to the subject of education that profound and accurate treatment that has characterized its study of the sciences, both moral and physical, during the past 500 years.

The university will naturally bring to the study of education three points of view, and as a result, there will be three distinct but complementary phases of educational science — the historical, the psychological, the ethical. From the historical standpoint the university will construct, by the use of the comparative and statistical methods so familiar in other fields of learning, the history of education. It has recently been proclaimed that the scientific study of the history of education is fruitless because there is no history of good teaching, and no good history of teaching. The story of educational activity in the past is asserted to consist of nothing but a discouraging repetition of blunders and follies. In reply to this, it may fairly be said that the rigorous application of such an argument, supposing its assumptions to be correct, can not but destroy at a blow the sciences of physics, chemistry, psychology, and economics — to say nothing of others — as university disciplines. No one of these sciences sprang

forth full grown at birth, like Minerva from the head of Jove. In the case of each the tentative speculation and slow progress of centuries have been necessary to make possible their present degree of accuracy and perfection. It is quite safe to say that the history of the sciences can tell of as much bad physics, bad chemistry, bad psychology, and bad economics, as of false educational theory and perverse educational practice. I take it that the study of the history of any department of human activity will not be abandoned because it does not disclose perfection at the outset. The function of history, in general, and of the history of education in particular is a very different one from that. It has been eloquently, and I think, truly described by Dr. Whewell in these words: "The present generation finds itself the heir of a vast patrimony of science; and it must needs concern us to know the steps by which these possessions were acquired, and the documents by which they are secured to us and our heirs forever. Our species, from the time of its creation has been traveling onwards in pursuit of truth; now, that we have reached a lofty and commanding position, with the broad light of day around us, it must be grateful to look back on the lines of our past progress; to review the journey, begun in early twilight and primeval wilds; for a long time continued with slow advance and obstructed prospects; and in later days following along more open and lightsome paths, into wide and fertile regions.

* * * Such a survey may possess also an interest of another kind, it may be instructive, as well as agreeable; it may bring before the reader the present form and extent, the future hopes and prospects of science, as well as its past progress. The eminence on which we stand may enable us to see the land of promise, as well as the wilderness through which we have passed. The examination of the steps by which our ancestors acquired our intellectual estate may make us acquainted with our expectations, as well as our possessions; may not only remind us of what we have, but may teach us how to improve and increase our store." (History of the Inductive Sciences, I, 4-5.)

This service the history of education, when scientifically constructed, will do for us in its own sphere. For example, in the caste system of India, the military system of Persia, and the theocratic system of the Hebrews, are to be seen the first definite attempts to form the rising generation by instruction and discipline for the work of life. Greek education with its remarkable effectiveness and generous recognition of the æsthetic element in human culture, abounds in lessons for all time. To speak of a single point: No other nation has ever approached the Greeks in their happy and successful combination of play and systematic physical training. A careful examination of the work of Alcuin and his successors will make it clear that an organized system of schools was effective in promoting the extension and stability of the Frankish Empire. There is material here for an instructive lesson in the relation of the educational to the political activity of a people. After the fifteenth century instances of the practical importance of the history of education multiply rapidly. It is not possible to enumerate the points of interest and value suggested by the study of the conflicting movements known as Humanism, Realism and Naturalism, each of which has left an indelible mark on the schools of

to-day. The writings of Comenius, Locke, Rousseau, Pestalozzi, Basedow, Salzmann, Fröbel and others are the classics of educational science. Their interpretation is a task of marked value.

As complimentary to the history of educational thought and practice, the university will make a careful and systematic study of existing educational systems. Their organization and administration, their financial basis and their cost, their effectiveness, and the significance and characteristics of the various institutions contained in them, will all be made clear. The value of such a study as this is self-evident; for it is the advantage of our modern civilization that in all these great human concerns, each nation is ready and willing to profit by the experience of its neighbor.

Much of the ground that is included within the scope of the History of Education is yet unbroken. Schmidt, Grasberger and Willman, and for special periods, von Raumer, Mullinger, Denifle, Paulsen and Kaufmann have given us only the beginnings of what is destined to become a rich and suggestive literature. Further contributions to it must come largely from the university.

From the psychological standpoint the university will construct, slowly perhaps and with difficulty, but I believe none the less surely, a science of education from which the principles of the art of teaching will be readily derived. In this field much has been done of recent years, largely in the universities of Germany. The work of Herbart, Ziller, Waitz, Stoy, Masius and others, whether we accept it in all its details or not, is a permanent and most valuable contribution to a science of education. It has the distinctive merit of being founded upon the science of psychology and not upon crude, empirical generalizations. But a prodigious work is still to be accomplished. The science of psychology itself, as distinguished from the old so-called mental science, is still in its infancy. In a hundred laboratories and studies investigations are now in progress which, when completed, will add immensely to our knowledge of the laws of mental growth and mental processes. The peculiar psychological facts upon which a science of education is to be based, are only now being gathered together. Wundt, Münsterberg, Perez, Stanley, Hall, Preyer, and a few others are laying the foundations of the structure. Its continuance rests with the university. Under university guidance the school can render substantial assistance in this branch of the work. For every class-room, whether it contains but a single child or a hundred children, is a psychological laboratory of the first order. If the teachers were trained and accomplished observers of the various forms and kinds of mental activity, the necessary psychological facts, sifted by the sure test of experience, would be gotten together very rapidly indeed. It is but reasonable to believe that as the number of adequately trained teachers increases, the accumulation of psychological material for a science of education will proceed with greatly increased rapidity. Then, too, there is need for the application on a large scale in American schools, of the measurements and observations planned by Francis Galton and Dr. Francis Warner in England, by Hertel in Denmark, and others. Wherever we find 10,000 or more children gathered together in the school system of a single city, there is opportunity to make a psychological study of them which will be of permanent value. Such methods of investigation as these can

be best directed from the university, and their results will naturally be collated and interpreted there.

The university can not, with any organization that it has yet assumed, give to intending teachers their necessary practical training. For this training constant contact with children themselves, and much experience in the school-room, are indispensable. And although the medical faculty assigns its students to the task of observation and practice in the hospital, the university student of education has not yet had a similar opportunity for professional apprenticeship accorded to him. The time may come, indeed it may come before most of us expect it, when the university will be able to offer practical teaching experience to those students who desire it; but the work of constructing and expounding a science of education need not be delayed until then.

From the ethical standpoint the university will seek to establish the aim of education, to point out wherein the goal of moral and intellectual development consists, to make clear the considerations that should control the action of the educated individual as a person, as a member of the family, as a citizen of the State. In fact, it will here discuss all those portions of ethical science that throw light upon the educational process. It will then be found, I think, that there is a territory of considerable extent in which ethics, economics and education have a common interest. The questions that will be raised in it are of the weightiest, and their determination a matter of great importance. In this branch of the inquiry, the great philosophers of all time will come to our aid. None will be found more suggestive and helpful than Aristotle, Kant and Fichte. The exposition of these great moralists and the determination of the permanent value of their contributions to education, viewed from the standpoint of ethics, are properly functions of the university, which the teaching profession now calls upon it to assume.

Modern science in its comprehensive grasp of the laws of the development of life has immensely increased the importance of education, viewed from the ethical side. It has taught us that nurture, or the environment, is as essential a factor in the evolution of living beings as is the nature of the organism itself. Nurture confines, modifies and directs nature. This nurture is nothing more nor less than the process of education viewed broadly. In it, as in all things, we need to know the ultimate aim of the process we engage in and the moral value of the agencies we employ. Here again the university finds opportunity for the exercise of its vast powers. Ethical speculation is as old as civilization, but there is a wide range of subjects and human activities, many of them intimately connected with education, to which the exact application of moral ideas and ethical laws is still to be made. To make this application will be the contribution of the university to the ethical side of the science of education.

A science of education such as I have roughly sketched, will not be completed in a day. It touches too many branches of knowledge and involves too great a number of details, to admit of speed in its construction. Its secrets will only be yielded up to patient research and unremitting intellectual toil. But I believe that the advantages to follow in its train are sufficiently great to compensate for almost any

expenditure of effort. From the university it will go out to the college, the academy, the elementary school, the kindergarten. The training of the youngest and poorest child will be improved by it. New light will be thrown upon the most familiar processes of instruction. The whole system of education will be unified and harmonized. But it must not be supposed for an instant that any science of education at which we may arrive, will be final or of geometric certainty. The factors on which it depends are not mathematical, but psychological and moral. Education if it is to be a true science must always be a growing one.

The American university is the product of our own day and generation. It is only just coming into assured existence. For years we have had the name university without the substance. Now, as the university's equipment and organization are approaching completion, the teaching profession turns to it for guidance and for help. That this great body of intellectual workers will be turned away unsatisfied, no one who has ever shared the true university spirit believes.

THE PROFESSIONAL TRAINING OF THE TEACHER.

Discussed from the standpoint of the normal school, by Dr. Frank S. Capen of the New Paltz Normal School.

At the conclusion of Dr. Butler's paper, President Gunnison said:

You will see by referring to the program that this question is arranged somewhat differently from the other papers. We have really three distinct propositions, the subject of the professional training of the teacher viewed from three distinct points. Dr. Capen will now discuss this subject from the position of the normal school.

Dr. Capen said:

I have been very much interested in the able paper of Dr. Butler, and to my mind the work of the university is along the broad lines mapped out by him. It gratifies me that in the addresses thus far before this association, there has been no disposition to spell university with a large U, and kindergarten with a small k.

I do not know how better to continue this discussion of the professional training of the teacher than to quote from Superintendent Draper's address before this body, at Watkins, two years ago, in which he said: "We now insist, and rightly, that teachers must have something more than a fair education. They must be able to convey what they know, and impress it upon others. They must be able to arouse interest and stimulate intellectual activity. We contend that the ability to do this is the essential equipment of every good teacher." The professional training of the teacher in a normal school is emphasized for the reason that, compared with any other means yet devised, it accomplishes the best results in the direct line of this idea. To lecture to a class of pupils, and particularly to a class which has never had any actual experience in the school-room, on "Educational Psychology," "The History of Education," "Foreign School Systems," and kindred topics may be better than nothing; it certainly yields very meager results until the individual has had an opportunity to plunge into the deep waters of his first experience as a teacher and find out, through this experience, the practical worthlessness of four-fifths of what he vainly tried to digest.

The training of teachers in the academy, on the other hand, is foreign to the main drift and purpose of academic work. The pupils are studying with the other professions or a business life in view. The equipment of the academies recognizes this fact. Still the important work which they are able to do, notwithstanding their limited time, unfavorable surroundings and inadequate resources, ought not to be overlooked or underestimated. The next speaker will, undoubtedly, duly emphasize their place in the professional training of the teacher. Among the agencies yet devised the normal school accomplishes the greatest practical results, in a directly professional line. I shall be pardoned, I am sure, for not attempting in the ten minutes allotted me, to tell all that a normal school offers those proposing to enter the profession of teaching. It will be sufficient if I succeed in mentioning two of the most important factors in a properly constituted normal school.

First. The atmosphere of the school from turret to foundation stone, is professional. Everything bends to making successful teachers. Is excellency in scholarship an aim? By all means, but a subordinate one. The question is not, Do you know this? but, Can you teach it to another? The greater includes the less. Honors are won, not in the field of knowing, but in the higher field of managing pupils and successful teaching. All subjects are taught, and all subjects are studied, with reference to imparting the knowledge thus gained, and in such a way as to gain familiarity with, and power in using, the most approved methods. An academic pupil in a normal school, when recently applying for his dismissal, unwittingly paid the school a very high compliment, when he said: "This is no place for any one who is not preparing to teach in the public schools." The influence of daily and hourly contact, and association with a body of pupils, whose highest ambition is to become, not teachers merely, but the very best teachers, is one of great power. We are likely to lose sight of it altogether, or underestimate its molding influence. It is generally admitted that the best way to teach a boy German is to drop him down somewhere in Germany, or the equivalent, where he has no alternative but to listen to German, and where, to make himself understood, he must speak German. If one who would become a teacher is placed where, if he breathes at all, he must breathe a healthy professional spirit, he by absorption, from the very nature and force of his surroundings — through contact with teachers, educational journals and special educational appliances, will gain an inspiration and love for his work, which it is impossible to gain under other circumstances. His environment is natural, stimulating, healthful. The theory that a teacher is born, not made, is not true. We recognize differences in natural aptitudes and capacities, but a teacher is born and made, and those who are born well can be made better under the supervision of those who have been born as well, or better, and longer. The evolution theory, if true anywhere, is nowhere more true than in the product teacher; and his methods take shape, if they are worth anything, not more from the study of books than from the study of men and things.

Second. This professional spirit, *esprit du corps*, is maintained by the fact that so large a number of pupils, and always the most influ-

ential, constitute continuously a prominent part of the actual teaching force of the school. All the teaching of from two to four hundred pupils is carried on exclusively by those who are in their graduating year, and who are known as pupil teachers. No provision is made for teaching these pupils, except through the pupil teachers. Here the responsibility is thrown upon them the same as in the public schools. Here they learn what they must eventually learn, and what no book and no lecture can teach. Here they realize that they face a condition and not a theory. All this work is under competent supervision and constant criticism. Excellencies in work are commended and encouraged, faults are condemned and eliminated. The normal schools are organized on the theory that nothing can be substituted for actual experience, and this the pupils get to such an amount and for such a length of time as to be of great practical benefit to those who avail themselves of it. They not only study right methods and the reasons therefor, but they have ample opportunity to put their methods into practice and find out what modifications are necessary as they come into contact with the child. The most advanced courses are of sufficient length, and the opportunities for teaching sufficiently extended, to provide for growth and development.

Briefly, then, the atmosphere of a normal school at every turn is bracing, invigorating, stimulating, inspiring, in the direct line of professional work. Actual success in teaching is the condition of graduation and all honors. Sufficient opportunity is offered, in time and material, to test teaching power, to demonstrate the lack of it, and to develop and perfect it when present.

What has been said of people in general is peculiarly true of the teacher:

"You may be great, you may be good,
You may be noble, more or less;
But all that will be understood,
Will be your tangible success."

Serving an apprenticeship in this work raises the standard of attainment, and, in the language of President Low, last evening, "sends the arrow toward a definite mark."

THE PROFESSIONAL TRAINING OF THE TEACHER (*Continued*).

Discussed from the standpoint of the academy by Dr. Francis J. Cheney, inspector of academies, Regents of the University.

President Gunnison introduced Dr. Cheney as the representative of the academy in the discussion of the subject.

Dr. Cheney said:

The day has gone by when apologies have to be made for the existence of professional training schools. The fact is at last being generally admitted that there is both a science and art of education; that this department of human activity will soon be recognized, if it is not already, as one of the professions. It is not enough that a person shall simply know a subject in order to teach it. In these days it is required that a teacher shall look at a question from the pupil's side as well as his own; and amid the stirring activity of the present, when those engaged in this work are eagerly inquiring for the best methods, those who think they can teach, even if they fail at everything else, find themselves out of place. Such progress along

this line is being made that it is not too much to expect, when a young man first stands face to face with the question as to what his life-work shall be, he will immediately conclude that teaching is the work he can not do properly unless he has had special training for it somehow or somewhere, and, even then, there are chances of failure. I do not wish to imply that no good teaching has been done until within recent years, nor by those only who have the advantages of professional training in professional schools, but I do affirm that very much of this work has been joyless, dull and worse than wasted because of a want of preparation. No doubt the art of teaching may be learned without the special aid of professional schools, but it has been well said that, although experience is a good school, the fees are high, and the course is apt to be long and tedious. Learning by experiment in the school-room is always at the expense of the pupil, and yet, notwithstanding this, people of intelligence who would not think of employing an untrained physician to practice upon the bodies of their children have been only too willing to allow the veriest tyro to practice upon what is more easily harmed, and of greater importance — the human mind.

But all this is changing, indeed has changed. Causes have been at work so efficient that the profession of teaching has made wonderful strides forward in the last two decades. What these causes are it is not our purpose to discuss. It is enough to know that light is breaking and there is great activity among the dry bones.

Somebody has said that "Yesterday men dreamed; to-day they are thinking; to-morrow they will act." The to-morrow of education is now in sight, if not already here. Men are acting as well as thinking, and he who studies carefully the outlook can not but feel the thrill of the inspiration that comes from "the signs of promise," for the idea has at last found lodgment in the thought of our time that before one shall be clothed with authority to enter the school-room to develop the mind of childhood, he must have had professional training obtained somehow and somewhere. We have just heard how this training is to be obtained, from the standpoint of the college and normal school.

It is conceded that the effect of the training received in these institutions has never to any great extent been felt directly among the common schools of the country, where it is needed most. Into the little red school-house in the back country district, where genius is often obscured by discouraging environment, professional service has seldom entered, and so the very skill required to arouse and stimulate young minds has been wanting. The graduate of college, whether professionally trained or not, of course would not give his time to such humble work; and when it is remembered that the largest number of graduates yet sent out by all the normal schools of this State in any one year is less than 600, it will be seen that they can do but very little toward meeting the requirement of 6,000 new teachers every year. Besides, these graduates generally find their way into the village and city schools of the State, rather than into the country schools, leaving a large and important demand for professionally trained teachers unsupplied.

In view of such a condition of things it became an important question as to what should be done — a question which it did not

take the present practical and efficient management of the State Department of Public Instruction long to solve.

Training classes in high schools and academies had been in existence in this State since 1834, under the supervision of the Board of Regents. Up to 1881 the fitness of candidates for membership was determined by an informal examination given by the principal of the school. After this time a Regents' preliminary certificate was made the requirement of admission, and subsequently there was added to this requirement a Regents' pass-card in American history, physiology and civil government. The course of instruction pursued by these classes included methods in all the common branches and also the subject-matter of American history, physiology and civil government. The questions set for the final examination of the class were prepared at the school where the class was taught, and a copy of these questions in each branch, together with such answer papers as were thought to have reached the standard of seventy-five per cent, was sent on to Albany for the inspection of the Regents. If found to be satisfactory there, a Regents' testimonial was issued to the pupils having passed the examination, which, when indorsed by any school commissioner, became a valid license to teach in the schools of his district for one year from the date of the indorsement, and the testimonial might receive subsequent indorsements at the discretion of the commissioner. In 1882 these classes were put under the personal supervision and inspection of an official sent out by the Regents of the University. In the same year by law they were placed under the official visitation of the school commissioners in their respective districts, who were to assist in the organization and management of the classes, and also in their final examination, and to make a report to the Regents in regard to the instruction of the classes, and the qualification of their members. The average number of pupils annually instructed in these classes while under the supervision of the Regents was more than 1,500. The amount appropriated for this work annually varied from something over \$15,000 to \$30,000.

Under the care of the Regents these classes constantly developed, and their helpful influence upon the common school teachers was marked. The reports from school commissioners concerning them were uniform in praise and commendation of them. They acknowledged their indebtedness to these classes for much better teaching service in their districts, and unhesitatingly testified that the classes were a needed aid which, in the then condition of things, they could not command from any other quarter.

Under the supervision of the Regents, then, testimony is ample from all quarters having any knowledge of these classes that they were efficient. But there were certain disadvantages resulting to them which could not be overcome while under the care of the Board of Regents, the chief of which was that the Board had no authority to issue any certificate to qualify the pupil to teach after he had finished the work of the class. To be sure, the testimonial could be indorsed at the discretion of school commissioners, making it a legal certificate for a certain time, but even this was not done after the adoption of the system of uniform examinations throughout the State.

Another disadvantage arose from the fact that their management was not uniform with that of other professional schools in the State,

and it did not take the conviction long to fix itself that it would be better for these classes, and secure more satisfactory results, if they were transferred to the care of the Superintendent of Public Instruction. With the concurrence of the Regents this was done, and I think all who have watched the history of them since that event agree to the wisdom of the step. While they have not been under the care of the Department a sufficient length of time to get them completely in touch with the other training schools in the State, still, advancement in this direction has been made. It is believed that a course of study has been adopted, and the classes so organized, that their work will readily articulate with that of the normal schools, and, at the same time, meet the want of a training service for the rural schools.

It is to be remembered that the main reason for the existence of these classes to-day is to train teachers for the country schools. They are not necessarily feeders for our normal schools. That is incidental. It may be, and, indeed, I think it is already an ascertained fact, that many teachers, now well trained, have felt their first impulse toward a more thorough preparation for teaching while they were receiving instruction in these training classes, and so have been induced to enter a normal school for more extensive preparation. Where this has happened, it proves the quality of the work done in them. But, as I have said, this is not their chief purpose. They are organized and supported for the benefit of the rural schools, and the course of study should be formed with this in view. No more important schools exist to-day than these training schools for rural teachers, and I predict that they are to afford the most popular training service with the average citizen.

There is much that passes for scientific professional training that, to my mind, is scientific professional nonsense. The various theories and methods that have been crammed down the throats of the poor victims who have been trying to prepare themselves for the divinest work entrusted to man, have been enough to turn the brain of the average normal pupil. I sometimes wonder that so many of them come through as clear-headed as they do. Well established principles of teaching have been set aside to give place to the pet theory of the individual instructor. Strait-jackets have been made, and the graduated victim has been told to wear it if he would be a successful teacher.

The fact is lost sight of and too often denied that good teaching has been done before training schools were established. Our fathers in some way learned how to read, write and cipher. Their instruction may not have been as scientific as ours, but in the great work of successful living they "got there just the same." And while they may not have learned arithmetic by means of splints and sticks, at the same time they did not learn how to make a \$1,500 office net them \$20,000 before they got through with it. I am not decrying modern methods. I believe in them, many of them; but I wish to remind my brothers of the fact that not all the excellence of successful teaching centers in the latter half of the nineteenth century. Some good work was done in the school-room before our day, and from the standpoint of the high school it has sometimes seemed that modern educators, in their haste to advance, were inclined to discard all methods of the past for the sake of advocating something new. This I believe to

be one reason why our leaders in educational thought have not received the support and sympathy of thinking men more than they have. Visionary schemes of education have been conceived and made a part of our system of education before they were proven to have any value. The results have been disastrous not only to the pupil but to the profession. Distrust and often ridicule have followed.

The scriptural injunction is of value here as well as elsewhere: "Prove all things; hold fast that which is good." By making haste slowly, requiring the most thorough test of every principle that claims a place in the science of education, persistently insisting that those who desire to enter upon this work shall in some way fit themselves for the same, such an advance in public sentiment will be secured as that no executive will dare do otherwise than sign a bill which requires that he who teaches your child shall know nearly as much about his work as he who draws your will.

With the training classes for our rural schools, the normal schools for our academies and high schools, and the normal colleges for still more advanced work, unified and properly articulated, I see no reason why this commonwealth should not have the best training service and therefore the best teaching service to be found anywhere.

General Discussion.

The subject was then thrown open for general discussion, the speakers being limited to five minutes.

Dr. Kellogg, of New York city, rose first with a question as to one point in Dr. Cheney's address, asking if he was to infer from Dr. Cheney's remarks that children who are educated in arithmetic by means of splints, would be able to make a \$1,500 office pan out to \$20,000.

Dr. Cheney replied that he did not mean that anybody should make that inference unless it was along their line.

The general discussion was opened by Prof. J. S. Sprague, of Rye, and continued by a gentleman from the western part of the State (name unannounced), Prof. Wm. L. Felter, of Brooklyn; Dr. S. G. Williams, Ithaca; Prof. A. C. Hill, of Havana; Channing Stebbins, of Brooklyn, and Dr. James M. Milne, of Oneonta.

Prof. J. S. Sprague in opening the discussion said:

I think we have a more serious question; that is this: Whence has come the inspiration that has but recently set the universities to thinking about preparing teachers for the common schools? Whence has come the inspiration that has set some of our college authorities and college men to thinking of this matter? Our colleges have come down to us from antiquity, yet few of them have ever cast an anxious glance at the common schools of the State as to whether or not they were being supplied with duly qualified teachers. There seems to be at this late day a little stirring among the dry bones that have been found in some of our colleges. There seems to have been some live stirring among two or three of our universities. The question I repeat is: Whence has come the inspiration? May I be permitted to say that it has come from the boys and girls who have been trained in the little schools all over this great land? Long before a degree

of pedagogy in this country was ever thought of, long before even the first normal school in the great State of New York was established, long before they began it, the common schools were doing the great and mighty work they are doing now towards the training of teachers. The fact remains that the inspiration has come to us, not from the colleges, universities or normal schools, but from the boys and girls who have come up out of the district schools; who have in the halls of Congress made their eloquence effective in the direction of the right kind of laws, who have been in the midst of positions of honor everywhere throughout this great land. They have shown that they have been able to do something; that they have been educated to some purpose, and that while the colleges and universities thought but little of the common schools, this great country was marching on from its simple beginnings in the eyes of the civilized world. Whence came the training that enabled this country to go forward to all of her great enterprises? Nine-tenths of it came from the little schools dotting our hillsides, filling up our valleys and everywhere doing the work required. Now, Mr. President, I want to say that I belong to the class of men who glory in our normal schools, in our universities and in our colleges. May their work go on. I merely rise, sir, to ask the question: Whence comes this inspiration, and to say that it has come from the brains and the hearts of those who have taught in the public schools.

The gentleman whose name was unannounced said:

I want to say something to the teachers assembled here, on the paper read by Dr. Butler. I want to congratulate myself that he, as a representative of the university, has said in plain English that the university had a conviction that it was a good thing to establish some special instruction for professional work in teaching. I believe that the universities indirectly from time to time have furnished facilities for a good many good teachers. While they have done a great deal towards educating the three learned professions as they are termed, the clergy, the doctors and the lawyers, of recent years, it seems to me that some of these professions are allowing a great many to enter them who can scarcely claim any great culture in any department, either of science, literature or philosophy. Now, then, the teachers have had to fight their way. I was pleased to hear Dr. Capen feel so confident that the normal schools furnish a sure source from which we should receive all help. I believe they do furnish a great source, and that their work has been profitable; but in my mind there is still a fatal weakness in the practical working results of normal schools. How can it be otherwise, when a teacher trained in a normal school to teach a class of three children has to go into a school room and handle a class of sixty scholars? The result is very often unsatisfactory.

Prof. Wm. L. Felter, of Brooklyn, said:

The question has been asked, whence comes the inspiration? I answer the question differently from the way in which it has been answered by one of my predecessors. If we look at the history of mankind, we will find that in every instance the demand has preceded the supply. We had loss of life by small-pox, loss of life by hundreds before vaccination was discovered and applied. We had loss of life all along the coast before we had the life-saving station. Buildings

were destroyed time and again before we had an effectual fire service, and in every instance you will find that the demand preceded the supply. The same thing, I take it, applies to the present case. Universities have been established not because outsiders wanted them, but because the teachers themselves wanted them, and because after they began the work of teaching they realized their own inefficiency and insufficiency, and demanded for the benefit which would come to themselves, for the benefit that would come to the educational system, that they have a chance to improve themselves. The honor, I take it, sir, belongs to the teachers, who have not been satisfied with their own work and who desire to improve.

Superintendent S. A. Ellis, of Rochester, said:

I think perhaps another answer could be given to this question, and I suggest that Dr. Williams of Cornell give us his answer to this question.

Professor Williams, of Cornell, said:

Mr. CHAIRMAN.—I have not thought to say a word upon this discussion. I do not like to speak upon subjects as weighty as this without considerable time for consideration, and certainly no more important subject will be broached or can be broached. Let me, in the first place, before I answer the question, sum up all the advantages that have been presented to us by the three speakers. Dr. Butler has given us the university side of the question. The university should investigate as deeply as its resources will permit it to, the history of education, the educational thought. It should investigate the science of education on the side of all three of its great fundamental ethics, giving us the aim, psychology and physiology. It has to put all this into the hands of teachers who are fitted to receive it. These are the results, then, of scientific investigation. What are the normal schools to do? Their work has been very ably presented by the discussion of the paper from the normal standpoint. They are to take these results of the science of education, and to show the future teachers practically how to make the best application of this.

Then what next? Unfortunately in the present unorganized profession of teaching, we may very aptly say that all our appliances of supplying teachers for the schools are very much like attempting to fill a sieve with water. I suppose that five years is more than the average attendance of teachers upon the schools. We can not operate it as Germany and France and Switzerland and England are doing. They are preparing for a demand which is fixed. The persons who enter the profession in those countries expect to remain in it all their life long. About the exact number of those who will be required each year to fill up those places is known. But it is a very different problem in this country, where very few persons who enter the teacher's profession expect to remain in it life-long. Consequently, as early as 1821, the academies of this State had their attention called by the university to the duties which they owe to these schools, and in 1834 the teachers' classes went into operation in the academies. For what? For local supply. These, then, are the three phases which these able speakers have presented. Now, then, honor to whom honor is due. Professor Martin, of Hamilton College, in 1868, presented the claims of this matter of pedagogy upon the colleges; universities were

hardly known in '68. Well, he urged the attention of the colleges to this demand upon them for a supply of teachers for the high schools and the academies. In 1873 the University of Iowa established the first department of pedagogics in the university, and since then we have been going on.

I want to emphasize what Dr. Butler said so very well. You must all of you remember that all the advance education has ever received, and all that it must ever expect to receive, must be from the impulse that comes from within. The progress of education from the middle ages has been a progress which has resulted by the reaching down of the men most elevated in intellect and culture to draw up men who are below. The universities then have upon them this great demand which Dr. Butler has so well presented, of reaching down and lifting up all the schools below, and I hope we shall do our duty and do it well.

The discussion was then continued by Principal A. C. Hill, of Cook Academy, Havana, who said :

It has been said of Buckle, that while he wrote many volumes upon the history of civilization, he nowhere tells us what civilization is. So, while much is being said about professional training, one listens in vain to hear what after all it really is that is being so loudly called for. The question is being asked, what is it that has set our colleges, normal schools and academies to giving such prominence to pedagogics? Among the answers that have not been suggested is, that it is the latest fashion or "fad" and can not be accounted for any more than can the latest style in bonnets. I have a suspicion that this accounts, in part at least, for the facts in the case. I have a feeling that many teachers profess an interest in the subject that they do not really possess, through fear of being set down as old fogies and hopelessly behind the educational profession. There is no doubt something in the claims made for professional training in schools and colleges, but just what it is has not yet been made sufficiently clear. It is plain to me that the profession of teaching differs from any other in the preparation demanded of those who enter it. A teacher is both born and made, and in so far as he is made is largely self-made. The best part of the professional study is the study of the profession as represented in the best teachers at their work. Martin B. Anderson and Ebenezer Dodge, two of the grandest and most successful teachers the State of New York ever had, probably never consciously thought of principles of education. They educated by contact and companionship. They stand for a large class of educators who, although they would not measure up to the standard of the beardless professor of pedagogics of to-day, nevertheless trained up a class of men who stand in the forefront with little prospect of their being elbowed one side by the products of more modern and more vaunted methods. It is possible that we are trying to make up for the lack of great teachers by an elaborate process; for the lack of vitality by machinery.

I do not wish to be understood as an unbeliever in professional training, nor as a skeptic in regard to what has been done and is being done in this direction, but simply as an interrogation point as to what is really so, a protester against too much conceit in the discovery of

so-called new methods, and a "kicker" against being "stuffed" while yet alive. I wish to see the wheat separated from the chaff, the "humbuggery" eliminated from the truth that is coming to light in regard to that most sacred calling, art or science as it may be called, the education of the young.

Mr. Stebbins, of Brooklyn, said:

I was very much afraid that the atmosphere here was so professional that nobody would stand up for the old schoolmasters, but I find, in looking around, that the work has been very well done, and that there is a great deal of sympathy for its cause here. I can not see that pedagogy has added anything to the science of teaching. I grant you have said some fine things in honor of the profession. I grant that you have called the attention of the people to the importance of it, but I do not grant that you have added much to its efficiency. Some one here said that teachers are born and not made. He speaks my mind to a certain extent.

What we want to improve the teaching force is simply more accurate scholarship. While this professional training is a fine thing and elevates the spirit of the teacher and gives a standing in the community, we must not forget that thoroughness in the understanding of the elements of education is what is needed to make our schools more efficient. Now, I would like to ask this question: What has been discovered in pedagogy? What is there about the whole matter that we can learn? Psychology? Well, you can not get two men to agree upon that subject. I have no doubt there is a science of the mind, but to understand this fully will be the final triumph of the human intellect, and will not be in our day.

Dr. James M. Milne, of Oneonta, said:

I think those who believe in the professional training of teachers are being born three or four times. I believe that an individual who is well instructed is fitted to teach, that is, he looks at the subject not only from the outside but the inside with its limitations. I think that Principal Hill and I agree here, we hardly ever disagree. The only thing we ever disagreed on is in the definition of words, we won't believe Webster. I believe he has been professionally training himself for years. I believe that witnessing a great mind settling down to a great capacity, marking well its aptitudes, is itself a training. I believe in Dr. Anderson and Dr. Dodge, and allow me to say that less than one year ago Dr. Dodge said to me, "the older I grow the more I am satisfied that there is only one study, that is mind and man. And I believe, too, that is so. But how shall we study these great characters along the pathway of history? We have to unify them. We have to find what element or system this one has, what element or system that one had, we have to unify these, and we call these principles. I do not believe that everything is proven yet, but because we do not see the sunrise shall we discard the morning streaks?"

Again, I was very glad of what Dr. Williams said, we must remember that in all times the universities have preceded everything below them. Our educational system has been from the top down. Let us remember that the universities created the academies, the academies created institutes for the common schools, and there was a general

articulation downward. Now, why should we look upward and say, we do not want aught of you? I believe we do want trained minds to give us the history of thought, the method of thought, the centralization of thought. I believe that Plato is not old yet, nor do I believe that Aristotle is dead, and they are much to me. I can watch them just as much as Professor Hill can watch any teacher. They do not tell us all about thought, but, because we do not see the substance, shall we kick at the shadows? Take the gentleman's comparison of the legal profession. I think his illustration is badly chosen, for they do train them to debate; they do have mock trials; they do train them in the art of presenting these subjects.

I believe in the common schools. I believe in the common school teacher. I believe they give much to the civilization of the country, and to the education of the citizen; but shall we say because they have light, all others have darkness? I hardly think that is fair. I hardly think we are willing to agree with it. As I said before, I believe in the study of individuals, and I believe it is all the unifying of strength in various individuals.

The Association then adjourned until afternoon.

TUESDAY AFTERNOON, JULY 8.

The following nominations of officers were made:

For President.—Dr. James M. Milne, of Oneonta.

For Vice-Presidents.—Supt. A. G. Slocum, of Corning; Julia Richman, of New York City; Ella L. Richardson, of Auburn; Wayland Stearns, of Mohawk.

For Recording Secretary.—Albert W. Morehouse, of Potsdam; Welland Hendricks, of Saratoga.

For Assistant Recording Secretary.—A. M. Wright, of Waterville.

For Transportation Agent.—George Cooper, of New York City; Harvey C. Camp, of New York City.

For Treasurer.—C. N. Cobb, of Oneonta.

For Superintendent of Exhibits.—John F. Woodhull, of New York City.

For Members of Executive Committee.—Channing Stebbins, of New York City; Charles F. Wheelock, of Canajoharie.

On motion of William C. Hess, the executive committee is directed to send to each member of the association a copy of the printed proceedings.

IS SPECIAL TRAINING IN THE SCHOOLS FOR THE POLITICAL DUTIES OF CITIZENSHIP PRACTICABLE?

The following paper was read by Hon. William A. Poste, Civil Service Commissioner, Canton.

The public school is supported by general taxation. Simple justice and plain common sense insist that it never be made a partisan bureau. It is an institution where instruction should be given only

in universally admitted truths. It is the only educational institution of the country, outside of the scientific schools, wherein concededly sound information on every topic within its scope may be obtained. Such distinction it should retain.

Non-partisanship, therefore, both in matter and manner of instruction, must be regarded as indispensable to any method of training for citizenship in the public schools.

This requirement at once brings us face to face with an aspect of impracticability in the proposed plan of instruction. Political opinions, like religious belief, are part of and pervade the make-up of a man of force. None but such a man is fit to teach youth. But such a man, in imparting political instruction, must out of his very force impress upon the student his own convictions. To do so would be to thwart the theoretical purpose of the instruction.

It may be suggested that the public schools should give instruction in the principles and provisions of the Constitution of the United States; but even here arises the possibility of partisan teaching. Boys and girls should be instructed in the mandatory and unmistakable provisions of the federal Constitution. It must be remembered, however, that there are great questions of construction of the fundamental statute which are still unsettled, and that the two great parties of the country are at a division concerning them. New aspects of the question of separation and distinction between the federal and State powers are presented. The doctrine of State rights is now appealed to by States that twenty-five years ago were clamoring for an obliteration of State lines. The commerce clauses threaten to give rise to controversy that may again put the permanency of the Union to test. If the teacher can not hold his peace as to such questions, in giving instruction in the federal Constitution, he should be silenced by the school officers.

It has been proposed to develop and encourage patriotism by instruction in the history of the wars of the country. At a proper age boys and girls should study the history of the United States, but that would be a most superficial teaching which laid special stress upon the battle fields. In the better estimate of the purpose of historical study, the development of a people's character and civilization, the growth of its distinctive institutions are far more important and instructive than stories of war and recitals of the achievements of captains. I fail to understand how a boy can be much helped to perform a citizen's duty, to vote intelligently and honestly upon living questions by being set to learn the histories of the War of 1812, the Mexican War or the Civil War. It has never been asserted so far as I have knowledge that the boys who were boys in 1812, or 1846, or 1862 have made any better citizens than the boys of 1825 or those of 1855. If there is any basis for the pessimist's assertion that voters at present are lax and unintelligent, the educational influence of our last war upon the boys who hurrahed over its victories can hardly be as vivid and enduring as those who propose to inculcate patriotism by tales of war suppose. There is no lack in the young of that patriotism of which the flag and the fife and drum are symbols. Love of country is part of the glorious enthusiasm

of youth. Who can forget the leap and tremor of the heart of those old, victorious, unreturning days when the drums were beaten, and the flags tossed in the summer air, and the bells shook the steeples? But patriotism, as an impulse, like all the enthusiasms counts for nothing in the every day life, unless its deep and truer meaning is fully perceived. The ideal of citizenship can not rise higher than the moral nature. The flag may wave from every school-house, and the boy may know on how many battle fields it led the way to glory, but unless behind all is the thought that a man is as much bounden to his country to vote thoughtfully, as to fight for the flag if the country calls, that flag to him is indeed but striped bunting. Unless he can understand that for a man to sell his vote, whether he be ex-rebel or a member of the Grand Army of the Republic, is moral treason, what boots it to him that in every age men have gone to their deaths for truth, for fatherland, and that their babes might breathe free air.

The political questions that demand answer of the American people at the present time are exceedingly complex and difficult. They are practical business problems. So manifold are the contending interests of enterprises, classes and sections, involved in these issues, that no candid man can say that conclusive precedents can be found to which they may be referred. They are not to be settled in a year nor by one presidential election. No statesman has as yet spoken upon them with compelling authority. For the present there can only be temporary adjustment-compromise. Settlement can come only after vast experience. We are now but entering into the storm and stress. The present therefore is no time for dogmatism upon these questions! It would be unreasonable to attempt or hope to give sound instruction upon the tariff problem in the public schools. The methods of teaching concerning it, even in the higher institutions of learning, have thus far been unfortunate. Many of the leading writers on the tariff question are college professors noted for their intense convictions either as free-traders or protectionists—generally the former. Instruction upon this question should be stimulative to the most thorough and unprejudiced investigation, and never for the purpose of enforcing the theories of professors. I have not much doubt that the cause of protection has been strengthened among the main body of voters by the fact that college professors are generally free-traders. The very nature of the question, and its preëminently intimate relations to practical business interests, have aroused a popular protesting distrust of the judgment of merely literary theorists thereon. While I am firmly convinced that the utterance of the people upon this question in the last presidential election was mistaken, I must concede that, in view of the difficulties of the issue, and the lack of comprehensive information concerning it, the refusal to discard the directly protective element of the tariff was prompted by a reasonable spirit of conservatism.

It is possible, however, that in regard to questions that are of local or State interest, instruction may properly be given in the schools. I think that the high schools should give instruction in the Constitution of the State. The student might profitably acquire a quite full knowledge of the history of the public legislation of the State since

the civil war. He should have information as to the character and powers of corporations, and the methods and system of State taxation. He should know something of the history of labor agitations and of the results of legislation concerning the labor question. Let him also learn for what purpose the money of taxpayers is expended, and he will soon begin to inquire whether the increasing profuseness of the Legislature is wise, and be astonished by the fact, that, although the taxable property of the State is appreciating year by year — that, although by systems of indirect or special taxation, such as the taxation of corporations and collateral inheritances, we are raising a very largely increased and increasing revenue — and in spite of most diligent executive disapproval, the burden of taxation on each dollar of property grows none the lighter.

The political action of the cities of New York and Brooklyn may decide a presidential election. Local causes very largely affect, and even determine political opinions. Might not instruction be given in the high schools of such cities in the plain history of the municipalities, their growth and development, leading to an understanding of their needs? Nowhere more notably than in the city of New York, does the failure of its citizens to understand the real interests of the city stand in the way of good administration and assist the corrupt schemes of rings. It is a startling fact, such is the peculiar obstinacy and shortsightedness of public opinion in the metropolis, that reasonable and beneficial policies for developing and improving the city have almost without exception had to be carried through by bribery, or other indirection, and in defiance of public sentiment.

Better, therefore, teach the New York city boy the history of the Tweed ring; how mistaken public opinion has been in regard to great enterprises, such as the Broadway Surface Railroad; how obstruction to rapid transit schemes has, for years, actually hampered the city's development, than to fill his head with the uselessness of alligation alternate, the curious freaks of duodecimals, or harrow his soul with profound doubts whether a preposition should ever be used at the end of a sentence.

The suggestion that youth should be taught how to become citizens is, undoubtedly, an outcome of the theory that the voter should be independent of parties, and assumes that if boys receive instruction in political duty while at school, they will be less likely to submit to party influences when they come to vote. I do not accede to the theory, nor do I admit the soundness of the assumption.

If it could be demonstrated that a voter can give more power to his ballot, and strengthen his political influence for good among his fellows by standing outside the parties, I would advocate instruction in political independence; but such demonstration has never yet been made, nor do I look to see it. The most effective check upon the party in power is the party out of power, not people who belong to neither party.

The degree of thoroughness and conscientiousness with which men exercise the right of suffrage depends very largely upon their natural disposition — their innate morality or immorality, their conception of right and wrong, the natural force of their intelligence. It is doubt-

less true that many sell their votes for money. So, too, there are men, numerous in the aggregate, who are thieves. Crime may possibly be somewhat prevented by education, but only indirectly. Education may put a man in the way of earning an honest living, who might otherwise have taken to burglary, but it does not follow therefrom that the man's moral nature has been improved by his training in school.

The selling of one's vote is an indication of a moral lack which no instruction in school can supply. The theoretical objection to such a surrender of citizenship does not appeal to the floater.

It is also said that many men fail to vote; some from carelessness, others from disgust at politics. If, amid all the turmoil and excitement which usually precede and attend important elections, a citizen resists all efforts to get him to the polls, he has, undoubtedly, such a disposition as would not have been very much affected by a course in school on political duty. Very few men who are willing to vote are allowed to stay at home. The men who refuse to vote on account of their dislike of political methods are usually persons of intelligence, but distorted by a certain crankiness which is beyond the power of early education to eradicate.

There is an implication in the question which I am called upon to answer here that there is a need for a better understanding by the people of political duty. If such a need exists, it should be met, but does it exist, as a practical fact?

It has been said that the individuality of the voter as a unit of political force grows weaker continually. This is a misleading statement. It is true that the power of the single voter is more and more whelmed in the immensity of numbers, but this fact does not necessarily indicate that the voter is any less earnest, conscientious or self-assertive than formerly.

It is a very easy thing to find grounds for criticism and apprehension in the multitudinous political movements of a nation of 65,000,000 of people, but neither the political theorist nor the practical statesman can infallibly determine that a certain disturbed condition in the political world is an unnecessary evil rather than a necessary stage of development. It by no means follows because a status in the body politic seems deplorable, or even vicious, that it betokens a people's demoralization.

The enormous increase of population, the growing diversity of the economic interests of sections, unavoidable changes of methods in the business world, compel the gathering of political power in centers, organizations and parties. The tendency is unavoidable, and has been more or less forcible from the very beginning of the government. If there be danger in the tendency, it is the fault of civilization, and is not chargeable to our Constitution, nor to any lack of intelligence or patriotism in the people.

The fact, however, does not necessarily mean centralization of government, nor foretell the destruction of democracy. One very important truth is often lost sight of by the prophets of disaster — that the people may and do exercise their impelling energy, their conservative restraints, through whichever of the powers of the government, the executive, judicial or legislative, is at the moment of need the fittest

agency. The checks and balances of the Constitution were and are far more than mere theoretical refinements.

The critical theorist finds reason for his assertion that the popular conscience is lax in the fact that legislation is often inefficient and sometimes vicious. Here again his generalization is incomplete. In these days of persistently contending interests, legislation must of necessity be, more or less, a compromise. It is idle to talk of absolute right or absolute wrong in politics or economics. No cause to which any considerable body of men persistently adhere is wholly wrong. No theory which any considerable body of men persistently oppose is radically right. Inevitably, in the necessary compromise, some good measures are lost, some bad ones carried through. On the other hand, the delays of legislation are largely productive of good. They prevent false reforms, and lead to the perfecting of good measures. Notably is this fact illustrated by the history of the Ballot Reform statute recently enacted by the New York Legislature.

But even if we concede much that is said in criticism of the methods and acts of legislatures, we still find that the people perceived the tendencies to error long before the days of the political independent. He who studies the history of the growth, amendment and revision of constitutions among the States, finds that for the first sixty years of our national existence, the tendency was to democratize the State governments, but that for forty years there has been a consistent policy to impose constitutional restraints and regulations upon the legislative power. That policy will be adhered to. Meantime the increasing frequency of the exercise of the veto power is approved by the people. This fact alone rebuts the charge that the masses are becoming reckless in respect to legislation.

To come to a plain answer to the question, I do not believe in the practicability of a special school training for the political duties of citizenship, nor do I perceive any need for such training. When I look out upon the field of our politics, and see how nearly and safely the parties are balanced in spite of the foolish efforts of politicians to disturb that balance, I find no cause for forebodings of ruin, but am thankful that the people form their own opinions in their own way.

The beliefs that men live by and die for are not to be drilled into the boy like the rule for long division. The genesis and growth and persistence of political opinions are often beyond analysis and to the theorist, unscientific, illogical. It is well that this is so. These convictions are matters very largely of personal dispositions, intangible but persistent as the traits of race. If they are individual and inherent, they are of more positive personal force throughout the multitude than any dogma nurtured in the schools. Let the boy come to his political faith as Thomas Jefferson, Andrew Jackson and Abraham Lincoln came to the principles that made and saved the State. It is out of the clashing of such individualisms, spear against shield, that the will of the people works. Its voice is heard above them. The voice is not always the voice of God, but in times of trial, in hours when great and solemn questions are asked and answered the thunder of Sinai is in it. "Stormy, unsad, untrew," the people may be

at times reckless of the voice of the reformer and the theorist, contemptuous of improvement, followers of unworthy leaders, but in their own time in God's providence and God's patience, they assert that wisdom which though unwritten in the books is wiser than the sages.

And so I say *super antiquas vias*—let us follow the old way to political truth. It is the path our fathers trod and made a thoroughfare for us. It is the path of the plain people, the men who do not despair of the republic. It is the old rough road by which the Anglo-Saxon race marched out of the fens by the Northern seas, and, after unspeakable travail, strode to the headship of mankind.

DISCUSSION.

Superintendent A. G. Slocum, of Corning, said:

MR. PRESIDENT AND MEMBERS OF THE NEW YORK STATE TEACHERS' ASSOCIATION.—It is with very much embarrassment that I appear to discuss the question before me, for two reasons.

First, because of the able manner in which it has already been presented; and secondly, because until an hour ago I was not able to gain access to the paper, and so have not been able to prepare upon the specific point presented; and I hope you will pardon me if the few words I say are words not entirely in harmony with what has been presented in the able paper.

My work has been for years in the school-room, in contact with boys and girls; studying their needs, studying their relations to their future life; and I come to-day from that work to emphasize the importance of the presentation of political duties to the boys and girls of our land. You and I know full well that the school-rooms of this country are deluged with boys and girls, many of them of foreign parentage, many of them coming in contact but little with those outside their own acquaintances, outside of those trained in the same peculiar views. The boy whose father came from Germany, France or Spain, the boy whose father came from the far east, has little opportunity to learn much about this glorious country; to learn much about the relations which he himself is to sustain to it in after life. His father is not prepared to teach him; his father perhaps is not in sympathy with the spirit of our institutions. Where, then, shall the boy acquire a knowledge of our country, a knowledge of its history, a knowledge of his own political duties, unless it be presented to him in the school-room?

I know full well that there are difficulties in the way. I know that it requires a man with a clear head and unbiased opinions, but such men are found, such men are teaching political duties now in the schools of this Empire State; they are continually inculcating political duties in the schools of the State. And why not? You answer, first, because it would tend to encourage partisanship; because the teacher must express his own views. But I hold that underneath all this there are principles of government with which boys ought to be familiar. There are many things pertaining to this country of ours with which they are not, and will not be familiar for years to come, unless they are presented to them in this manner.

I know that some may say with reference to this view, that we must not teach religion in the schools. But who questions the teaching of the ten commandments? Who doubts whether or not the great principles of our relation to God may be taught with propriety? I say that underneath the surface of our tumultuous life, down deep under it, are principles which will ever be true, and ever have been true; and that the boys and girls need to be brought into sympathy with these fundamental principles of our national life. The boy trained in our ways ought to be different from the boy trained in a foreign land; and I hold that he can be made familiar with our government without being made a partisan. I know, too, that we speak of official duties, and yet we fail to emphasize these as we emphasize other duties. The question itself suggests that there are obligations resting upon the boys as they grow to manhood, and the answer to the question I would give would be this: Yes, teach the boys the fundamental principles of government. Teach them to reverence the men who have given their lives for their country, and then — then you will be teaching the boys something of their relations to the nation; something of their relations to the State; something of their political duties. While we may not be able to prove from statistics that the boys of one period are more patriotic than the boys of another, it does seem reasonable to me that the boy who understands his government, the boy who loves it because he understands it, that when he becomes a man, that boy will go to the front to render better service than he ever could have without such instruction.

Again, you say that many of the pupils in our public schools are girls, and, if so, should they be taught the duties of citizenship? We know full well that the time was when girls were supposed to need entirely different training than boys, but that time has passed. The curriculum of the colleges for girls is the same as that for boys, and we see that boys and girls alike need instruction in relation to God, in relation to each other, in relation to the State. And so I say that girls need to know the fundamental principles of government the same as boys. I would have the boy understand that he must become so familiar with his country, that when he goes to the polls to cast his ballot, it is not a meaningless thing, it expresses sufficient thought in reference to the best measures of government. I hold that there are multitudes of boys, who, if trained in political duties, might come to be leaders themselves, who are now among the great multitude who are led; and so I urge the importance of wise instruction in political duties, and I can but feel that it is possible to train men and women to so present this subject that it shall never cause objection on the part of patrons.

I hold that the normal schools ought to give instruction in this particular direction, and if the young men and women get it, they will be able to instruct others. And so I hold still further that this will emphasize the great principles which help us in our thought. You say they will provoke discussion. Discussion? Naturally so, but be sure that intelligent discussion on any great question is the highest form of instruction, and so I would say, let the boys discuss the principles of our government and compare them with other governments. Let the girls discuss them, and they will go forth

biased in their opinions? No; but with broader views and able to look at both sides of these great and vital questions.

And so I hold still further, that when the time comes that all through our land the boys and girls are instructed concerning their relations to the State, they will love it more and be more intelligent in their affection. I would have flags wave over every school-house and patriotic songs sung in every school-room, but patriotism must be intelligent patriotism, and I hold that instruction in these principles will help to make that patriotism which the flag symbolizes intelligent patriotism, so that when boys go to the polls they will cast their ballots in the light of the knowledge of the history of our country. And when that time comes, when there is an expression of opinion at the polls, which will be an expression of the minds which have thought out these great political questions, then will our country rise to its true profession; then the boys and the girls alike will bless the time when the teachers of the land first brought to them some knowledge of that country in which they live, of the grand principles underlying our government, and taught them to love it for the sake of the men who died for it, for the sake of its own inherent worth.

Principal Channing Stebbins, of Brooklyn, continued the discussion as follows:

I have but one point of difference I think, with the gentleman who has read thus ably this decidedly philosophical paper. You observe that the legal mind is apparent in the start. He very carefully introduces the point that we must be very careful of anything that savors of partisan discussion; that it is the duty of the school officer, if such a thing is brought to his notice, to immediately silence it; and by carefully drawing the line between what constitutes a partisan discussion and between elementary principles upon which we are all agreed, he makes a very strong case indeed. I have no doubt I speak in contradiction to the views of the great majority of this audience when I say that I believe the principal obstacle to political progress is the partisan feeling of to-day; when I say that newspapers are filling their columns with what they do not believe; when I read the speeches of our members of Legislature and members of Congress and know that those are not their private sentiments; when I know that those men will not sit down at their fireside and talk to you as they talk before the public, and believing this I feel it but just to say one word of assault upon this question.

I do not hesitate myself to put upon the blackboard the imports and exports of this country. I do not hesitate to write down their value and point out the channels of trade. I have no fear at all of marking the progress of manufactories; I do not fear to call attention to the fact that the navy of commerce has grown steadily less since 1865. I do not hesitate to call attention to the value of the circulating medium per head enterprise, and let them draw their own conclusions upon the silver bill before Congress at the present time. I feel that no one will raise any objections to it, if it is done in a fair way. These are things which the children must know and must read; and you know very well that if these principles are not presented in a fair manner, they have a very poor hold upon the mind of any one. Just about as readily as one could become a civil engineer without

studying mathematics, just about so readily can any person from a public discussion of the economic question of the day gain any clear idea, unless he goes down to the first principles and see where men agree and disagree.

Our population is increasing very rapidly. Our cities are growing enormously. Land in this generation or the next will become a very scarce article indeed, and the question that Henry George is asking to-day will be asked by millions in the generations to come. It is not that our citizens are not wise enough and do not know the right thing, but they fear to do it. It is not that the newspapers send forth their editorials which they do not believe represent the truth in any measure, they simply feel that it must be popular to their readers. What do your statesmen say? Just what they think will be most popular. But how many times have you seen a man whom you thought was altogether unfit to fill the judicial chair, and yet when he is placed there you find that the responsibilities of his position have made an entirely new man of him. How can it be otherwise when we have committed everything to the people, that it is not right and proper that they should be educated upon the very matters which immediately concern their own interests. If we appeal to them and educate them slowly, as the years go by, we will secure a better class of legislators.

I grant it is difficult to lay down any plan of action, but I think we do no wrong to call attention to the partisanship which is so rife to-day. I would have no objection to having my boy taught in the same spirit as this paper we have heard to-day; and yet there was a tinge of something running all the way through it that would lead the mind of the listener to know just how he felt on great public questions, but it was so fair that I should be willing he should direct the instruction of children of mine. The majority of people are honest. They think that they are in the right. They will bear a great amount of fair discussion. So long as you tell them that you are satisfied, they are as much a patriot as you are yourself. So long as you credit them with aspirations that are equally as good and as pure as your own, just so long they will listen to you with patience. The trouble always begins when you begin to attribute to them a more unworthy set of motives than those which actuate you. While I do not understand that any change will be made upon the system of teaching, I think it is well for every teacher to quietly settle the question, and so far as possible without giving offense in any direction, take some of the questions of the day and give some of the principles that are at stake on either side. I think that children are vastly interested in it. I see no harm in calling their attention to the different banks. Let them know a little about the United States bank and the savings banks. I think the teacher is bound to do this. You will find that this is seed that falls upon ground that is fertile and it springs up and bears fruit a thousand fold.

I feel that the salvation of the country rests entirely with those people that are willing to do what is right instead of what the platform says or what the public dictates. Just think of the condition of allowing a young man, or woman, to grow up

without any instruction in these matters at all, until he is ready to go out into the world and take his stand. It is too late then. He is not looking for the truth; he has taken his position with the majority of men who are simply hunting for arguments to justify their side of the question. The truth of it is that the whole scheme of partisanship has not in the slightest advanced in common schools. It simply obscures the operations of the human mind in its search for truth. It simply obstructs people in their search for truth, and I have no doubt that in the ages to come, they will be as much in the dark as they are to-day.

General Discussion.

Dr. Eugene Bouton, Principal Jared Barhite, Principal A. C. Hill, Principal Elisha Curtiss, Principal Corey, of Newark, and Principal W. P. Hess took part in the discussion.

Dr. Bouton opened the discussion by saying:

I think it is true that in some of our schools we have undertaken to do this work. We have classes on the subject of civil government, in which we attempt to give to our pupils some idea of the form of government under which we are living. It seems to me that the theory of the paper, the ability of which I recognize, is that we must stop this because it is useless. Well, if we do, and leave out all that work, I hardly see how the mass of people will become intelligent on the subject. What would be the value of their voting? Our theory is that each person who has the privileges of government should know why he votes thus or otherwise. As to the matter of partisanship, while I agree with what the last speaker said in that regard, it seems to me that the instruction given in civil government is given in an unpartisan spirit. I certainly want to approve what was said in regard to the matter of patriotism. That question is one which is being brought up in a very practical and active manner in the country at the present time, and it seems to me that the paper sets forth the true principle here, that it is not in floating the flag and singing patriotic songs, which is going to teach us the truest patriotism. It seems to me that "Home, Sweet Home," with all that leads in that direction, is a better patriotic song to us than those which say we should rush to the front of battle and endeavor to slay our enemies, and it seems to me that this point of the paper is well worth our consideration.

Principal Jared Barhite said:

It seems to me that a pupil may understand all of the principles of our government and yet lack that honest patriotism, that thoughtfulness which will cause him to exercise on his own behalf those actions which will grow out of that patriotism. I believe as a nation that we need to instruct our children in principles of government, but we need also to instruct our children in that thoughtfulness which shall cause them to act for themselves, make up their own minds and act accordingly.

Principal A. C. Hill said:

There are two things which it seems to me the public school should teach. One of them is reading and the other is the principles of our government. It seems to me that in order to teach anything, we must, as teachers, have opinions on one side or the other. It has

been suggested here that we can do this teaching by presenting all there is on either side, and in teaching children that they can take their choice. In order that a teacher may be honest himself, he must have opinions one way or the other; and it seems to me that while he should say to pupils, this is my opinion, it is not the law and gospel about it, yet it is what I believe. And if it is the Republican party, all right; and if it is the Democratic party, all right. It seems to me that we should teach this as a part of our own belief.

Principal Curtiss said:

I have taught civil government some and I believe that in teaching it, you can teach it somewhat as you do history. You can state the facts as they are in reference to almost any subject, and let the student draw his own opinion, and not try to cram your opinion upon the student you are trying to teach. If you teach it from your own standpoint, why then the student is likely to come to the same standpoint; and if you have the stronger mind, why it influences the child and it is not fair to the child.

Principal Corey of Newark said:

What are we to understand by special training for the duties of a citizen? Should not every child be trained sufficiently to understand the duties of a citizen? Special training for the political duties? Are our political duties any different from the duties of an honest citizen? Should there be any difference? Are we to be qualified to know whether an officer is a corrupt officer or an honest man? Is that what we are to understand by the duties of a citizen? Are our schools established for the special purpose of training our boys up so that they shall know how they should vote when they go to the polls? Why education is cheaper than crime they say. Education is cheaper than alms-houses and prisons. We ought to settle the question in our mind whether a teacher shall be honest enough to explain to his class what protection and free trade mean. If we have honest teachers, moral instruction, proper training started at the right time, our boys will be trained to know how they should vote and what they should vote.

Principal W. P. Hess, of New York, said:

In treating this matter of special training for the political duties, we should not forget that we are confronted by a condition and not a theory. The theory is that we must not touch the rights of the parents. The actual condition is that many of the parents do not care that, as to what training their children receive. That is to say, if it were left to them they would do nothing in the matter. Would it not be better then that the schools take care of this matter? I believe we can give them a general idea of the two political parties. It depends a great deal upon the teacher.

A SOCIABLE.

As a committee to confer with a similar committee of the American Institute of Instruction to make arrangements for a joint sociable at Congress Hall this evening, the president appointed Professor P. I. Bugbee, of Oneonta, Miss Mary McGowan, of New York City, and Professor E. C. Colby, of Rochester.

TUESDAY EVENING.

Hon. ANDREW S. DRAPER addressed the Association on the
ORIGIN AND DEVELOPMENT OF THE NEW YORK COMMON SCHOOL
SYSTEM.

Mr. PRESIDENT AND LADIES AND GENTLEMEN OF THE NEW YORK STATE TEACHERS' ASSOCIATION: If we are loyal sons and daughters of the Empire State, we know what are commonly considered the leading facts in her history. We can recount the chief and prominent incidents in her first settlement, and her wonderful development from the time when the Half Moon first stirred the waters of her majestic North river till she came to stand out as the central and conspicuous figure in the sisterhood of States. We have wondered at the daring and sighed at the fate of the dauntless English captain with a Queen Elizabeth ruff about his neck, who sailed his little Dutch vessel through the narrows at our great harbor, only to be disappointed in his confident belief that he had at last found the great highway of the nations to the Indies, and to find himself in an imperial fresh water river, flowing through what he described as "a land peopled by vigorous men and beautiful women—as beautiful a land as the foot of man can tread upon." We have regretted that a noble company of English Puritans, bound for New Netherland, in the Mayflower, were carried out of their course and landed upon the inhospitable shores of Cape Cod. Oh! how much New England owes to ill winds or bad seamanship. We have noted and commended the foresight and thrift which led the first Dutch settlers to buy 22,000 acres of land upon Manhattan Island from the Indians for the not extravagant sum of twenty-four dollars, and to lay the foundations of a State upon land in which they owned the fee. We have marked the different characteristics of the Dutch and the English, as first one and then the other held the supremacy in the affairs of the colony. We have stood amazed in the presence of the fact that before, and for many years after the coming of the whites, there were upon this territory five savage nations with a system of laws and a retinue of officials, each with a completely organized government shaped and directed by the will of the majority, and all confederated together in a barbarian republic upon the unique plan afterward adopted by our States and our National Republic. We have followed in awe the unprecedented advance in population, the growth of the most imperial cities, the development of material resources apparently inexhaustible. We have witnessed the building of the greatest canal and railway systems, and have watched to a successful result the most gigantic commercial enterprises that human energy ever had the courage to undertake. We have seen literature and the arts and sciences nurtured and fostered by a people engrossed in the

world's most bewildering activities. We have applauded the sagacity of our statesmen, and we have gloried in the immortal deeds of our heroes. We have listened to the discussions of the earliest colonial Congresses to form a basis of union at Albany, and we have heard the first Constitution promulgated from the head of a barrel in front of the old Senate house at Kingston. We know how intrepid Ethan Allen in the gray dawn of a May morning demanded and received, from the British commander in undress uniform, the surrender of Ticonderoga "in the name of the great Jehovah and the Continental Congress," when as yet the Congress had no existence; and how Mad Anthony Wayne, in reply to Washington's inquiry as to whether he would lead an attack on Stony Point, answered with the ardor of the enthusiast and the instinct of the soldier that he was, "I would lead an attack on hell if the commander-in-chief would order it, sir." Our hearts have throbbed heavily as we have read the story of the heroic and successful life struggle of Herkimer's thin battalions in the valley of the Mohawk, and of Sullivan's sanguinary campaign against hostile savages in the Genesee country. The blood has tingled as we have heard the victorious cannon, and witnessed the humiliating surrender of the haughty Burgoyne at Saratoga, and we have held our breath as Macdonough assembled his crew about him, knelt in prayer on the quarter-deck of his flag-ship, and asked the aid of the Almighty on the ensuing action, before his navy thrashed a superior force on Lake Champlain, while the army paid a similar compliment to Wellington's veterans, fresh from the fields of Spain, and almost disdaining to fight plain people, at Plattsburgh. We know how New York stood for independence, for the Federal Constitution and the "more perfect union," in the first instance; and how she contributed one-eighth of her population, one-fifth of the entire force which went out to save that Union when assailed. We honor the names of Van Rensselaer and Stuyvesant and Schuyler and Cadwallader Colden and Richard Montgomery, and the Livingstons, and the Jays, and Hamilton, and Gouverneur Morris, and the Clintons, and Daniel D. Tompkins, and Washington Irving, and Fennimore Cooper, and James Kent, and Chancellor Walworth, and Samuel Nelson, and Silas Wright, and Marcy, and Van Buren, and John A. Dix, and a host of others, for we associate them with the circumstances which mark the growth and make the history of the great commonwealth. In short, we have a general knowledge of the leading facts which stand out more prominently than the ordinary facts in the course of the physical and political development of the State.

INTELLECTUAL ADVANCEMENT.

But I venture that we are exceptional even among the loyal sons and daughters of the Empire State, if we have investigated the causes which have promoted, or if we know the events which

have marked the social and intellectual advancement of the people of New York. If this is so, it is not strange. In the economy of state-craft as in the experience of the schools, it is the physical object which arrests the attention, and it is the object-lesson which excites interest, arouses enthusiasm, and leaves the deepest impressions upon the mind. Railways and steamships, merchandise and machinery, books and newspapers, great cities, public works and munificent charities, all the institutions which support a free State and the temple of liberty, are but the public and visible manifestation of wide-spread mental and moral development. May we not to-night undertake to look through these visible objects, and endeavor to discern the reason of them? May we not try to ascertain the leading influence behind these familiar and invaluable things, and profitably to inquire into the causes which set this influence in operation, and the results which it, in turn, has produced?

Circumstances have scarcely favored this unprecedented development in statehood. The foundations of New York were laid by a rude people, in an unbroken wilderness overrun by barbarians and savages. The struggle for bread was a hard one. Yet these people offered asylum and succor to the oppressed and the heart-sore of all nations. The response was overwhelming. But all kinds, the best and the worst, came together. With the honest man seeking the rights of conscience and the opportunity of improvement, which were denied him in the old world, came the adventurer and the scapegrace. We have always held the greatest port of entry in the country, and the overwhelming and oft-polluted tide of immigration has always surged into or across our territory. The accumulation of many people in great communities, always presents many and difficult social and industrial problems. Yet who shall say that the six millions of people of the Empire State are, all classes together, less generally informed, less keenly and alertly intelligent than any other six millions of people on the globe? Again, who shall say that these six millions of people are not better housed, better fed, better clothed, more generally educated, more active in affairs, better equipped for self-government than any other entire people numbering six millions, unless it be other citizens of our own country, surrounded by the same circumstances and conditions?

This is the result of intellectual force and of mental strength, widely spread and generally diffused. The fact that it reaches all classes is its chief glory. It extends not only to the manager of a railway, but to the man who runs the train or walks the track. Commonly both have enjoyed equal opportunities and stand in different grades of the service, only because of qualities which inhere in different individuals, and which no policy of the State can regulate. As often as otherwise, the man at the top suffered the greatest hardships, labored against the greatest disadvantages and had the poorest chance. But both are alert within their sphere. Each is industrious and aggressive. Each reads the

papers, discusses the tariff and goes to the Legislature. Each owns a home, supports a church and mingles in affairs. Each constitutes the right kind of material out of which to erect a free State. If there is to be discrimination at all, it must be in favor of the masses fairly developed, rather than of the few exceptionally intellectual or unusually prominent.

COMMON SCHOOLS PROMOTE GENERAL INTELLIGENCE.

What is the prominent and conspicuous influence which has led to this general enlightenment of the people? It is not leadership, except as leadership planned wisely in the beginning. It is not due to favoring circumstances; it is in spite of unfavorable ones. It is not due to the development of physical and material resources. That would be misplacing cause and effect. It is not the work of the university, unless it be indirectly and remotely. The common history of New York unmistakably shows that this widespread intelligence among her people was not manifest until the State placed common schools within easy distance of every home, and that from the time when this policy was well established, her career has been practically unparalleled in the history of States.

QUALITIES OF FIRST DUTCH IMMIGRANTS.

Let us then spend an hour in investigating the rise and tracing the progress of the State public school system.

When America was first settled, Europe was just emerging from the gloom of the "Middle Ages." The prerogatives of kings were being called in question, and the walled castle and the mailed knight were surely doomed. Commercial enterprise was beginning to show itself, industry was becoming honorable, learning was claiming some attention. Society, which had been prostrate for centuries before the feudal lord, was getting upon its feet again. Nowhere else was this so marked as in the Low Countries. Holland was the chief commercial and industrial nation of the world at the opening of the seventeenth century. It was doing more for education, and had a fuller conception of the value of civil liberty than any other. Mr. Motley, in his history of the Dutch Republic, says, "the children of the wealthier classes enjoyed great facilities for education in all the great capitals," and that "intellectual cultivation was not confined to the higher orders, but on the contrary, it was diffused to a remarkable degree among the hard-working citizens and handicraftsmen." This people had sprung from sturdy Teutonic and Celtic tribes, and inherited a thrifty disposition and a manly and independent bearing. They had but just followed the lead of the finest orator, the most sagacious statesman, and the greatest soldier of the sixteenth century, in a revolt against arbitrary power, and had fought most heroically and suffered incomparably in the world's first and most memorable contest for liberty. Without democratic

theories they had been spending their treasure and blood in resisting tyranny, until by force of circumstances their governmental organization became a republic. To such a people, the company of Puritans, with Pastor John Robinson at its head, fled from England for shelter before drifting upon Plymouth Rock. From this people came the first settlers in a village which, for obvious reasons, they called New Amsterdam, in a territory they called New Netherland.

It would be strange indeed if they had not proved to be an industrious and thrifty people, as it would be equally strange if they had not brought with them a love for liberty and an instinct for self-government. Sturdy in body and mind, quaint in figure, tolerant in spirit, given to trade and to the accumulation of property; they cut the forest, tilled the ground, built huts, opened shops, trafficked with the Indians, while they organized society, established public worship, opened schools and erected all the institutions of a civil state. In the most forbidding circumstances and contending with the strongest odds, they impressed their ways and their beliefs upon the future history of the country.

THE DUTCH ESTABLISH FREE SCHOOLS.

Our colonial records clearly show that in the midst of the most overwhelming difficulties, they were not indifferent to the importance of schools, for even in their most important documents, the affairs of the schools receive frequent mention. Their primitive and crude ideas, their difficulties in raising money and regulating teachers, the way in which they made great contentions out of insignificant matters, would be ludicrous if not so common in the closing years of the nineteenth century.

In 1621 the States-General of Holland enjoined the colony "to find speedy means to maintain a clergyman and a schoolmaster," and it was required that "each householder and inhabitant should bear such tax and public charge as should be considered proper for their maintenance." Four years later the expenses of the schoolmaster are shown to have been 360 florins, just one-fourth those of the minister. You observe that some pernicious ideas relate back to very early precedent. In 1633 Adam Roelandson, a professional schoolmaster, was brought over to take charge of the school. He remained in charge for nine years, and is believed to have been the first professional schoolmaster in the country. Unfortunately the proof is abundant that he was of a quarrelsome nature and no credit to the profession. Before 1650, New Amsterdam had a population of 800. Jan Cornelisen, Jan Stevenson and Aryaen Janson are mentioned as teachers who kept schools "in hired houses." The excise moneys seem to have been set apart to pay teachers, and they were in part, at least, paid out of the public treasury. One of the reports of the board of accounts of New Netherland estimates that the expense for the next year of the "schoolmaster, precentor and sexton" will be thirty florins, or about twelve dollars and thirty cents per month.

The estimate appears to have been conceived in too imprudent a spirit, and was reduced to eighteen guilders or seven dollars and fifty-six cents per month. On one occasion the governor of the colony parleyed with the Indian chiefs and urged them to send their sons down to New Amsterdam to school. After taking a week to consider, they diplomatically answered that they were powerless to accept the invitation for the boys were altogether under the control of their mothers. I am sure that William Vestens, a teacher of ancient days, will not only challenge your admiration, but gain your sympathy, for he is shown to have led a bold, but apparently an ineffectual movement for "an increase of salary."

The churches frequently maintained or supervised schools, and not uncommonly the functions of the minister and teacher were economically combined in the same person. Indeed, it more than once happened that the poor teacher had also to act as sexton, precentor, choirmaster or psalmsetter and a "comforter of the sick," as the person who supplied the minister's place, was commonly called. "Clergymen, comforters of the sick, and school-masters" were designated as "necessary officers" in the articles adopted by the economical States-General in 1638, concerning the colonization of New Netherland. One of the dignified early reports upon the condition of the colony, speaks of the plate having been passed around a long time to raise money to build a school-house, "which has as yet been built only with words," and asserts that the school "is kept very irregularly by this one or that according to his fancy, as long as he thinks proper." If this was not for the purpose, it certainly should have had the effect of loosening the purse-strings of the home government. The extension of the population into the interior, is shown by the official direction to provide ministers and teachers to be sent to "Rensselaer's Colonie," and other "distant places." In one instance the people are plainly told by the director for the colony, that "if they are such patriots as they appear to be, they will be leaders in generous contributions for laudable objects, and will not complain when the directors request a collection toward the erection of a church and a school." That learning was making progress, is shown by the fact that in 1655 Aegidius Luyck is spoken of "as late principal of the Latin school in New Amsterdam." In several instances, the governor and council of the colony received complaints that the inhabitants of certain villages refused to pay for the support of schools, and after notifying the delinquents to appear and answer, ordered them "to promptly pay their share for the support aforesaid, on pain of proceeding against them with immediate execution." How much pain would ensue in that painful event, I am certainly unable to say.

COMMON SCHOOLS IMPORTED FROM HOLLAND.

Reminiscences like these might be multiplied almost indefinitely. Enough have been recited to show that while learning was in its incipient stages, as was everything else, yet the

common school idea was among this people in the correct form, and that it was developing. Indeed, it occurs to me that enough has been shown to establish the proposition that we are indebted to the republic in the Netherlands, rather than the kingdom of Great Britain, for the first and essential principles of the free school system, and that the first importation came by way of the narrows at Sandy Hook, rather than over Cape Cod.

LATIN SCHOOLS AT NEW AMSTERDAM.

In 1658 the people petitioned Peter Stuyvesant, the director, for a person to teach a Latin school, assuring him that it would be well attended, and would lead to the formation of an academy, "whereby this place to great splendor will have attained." The petition was granted, and a classical school was opened. Dr. Alexander Carolus, a professional teacher, was principal. He received \$187.50 annually from the public treasury, was provided with a house and garden, received six guilders from each student, and was allowed to practice medicine in addition.

ENGLISH GOVERNMENT OPPOSED TO COMMON SCHOOLS.

It is said by eminent authority that when the Dutch were obliged to surrender to the English in 1664, the educational spirit was so common throughout the colony that almost every settlement had a regular school taught by more or less permanent teachers, and that there was a decided set back given to this movement upon the advent of the English in consequence of the apprehension on the part of the nobility, that common schools would nourish and strengthen a spirit of independence which had, even then, made some considerable headway. It is true, that the official instructions sent by the government to the successive governors of the province, uniformly provided that no person should be permitted to come from England to teach a school without the license of the archbishop of Canterbury, and that no person here should do so without the license of the governor, but it seems clear that this was not so much for the purpose of excluding incompetent instructors as it was to control appointments and determine the course of the schools.

Substantially the only legislative act relating to free schools passed within the colony, during the English rule, is that entitled "An act for encouragement of a grammar free school in the city of New York," bearing date November 22, 1702. It provided that there should be "Elected, Chosen, Authorized and appointed, one able, skilfull and Orthodox person to be Schoolmaster, for the education and instruction of youth and Male Children of such parents as are of French and Dutch extraction as well as of the English," and that there should each year for seven years be levied and collected the sum of fifty pounds for the support of such School-Master. This would seem to impair the statement that the English did not aid the

organization of schools. But an examination of the records confirms the fact beyond question. The bill was first passed by the General Assembly in which the Dutch were strong if not predominant. The Governor and Council refused to approve it and returned it to the Assembly. The Assembly adhered to its position. A committee of conference was appointed, and, after days of controversy, a compromise was finally agreed upon by which the bill was amended so as to require that the teacher should be licensed and approved by the Bishop of London or the Governor or Commander-in-chief of the province. The bill was enacted by the Dutch. It was approved by the English Governor, but not until amended so as to enable him to control the school in the interests of the Established church and the crown. When, by its own terms, the provisions of this measure expired, seven years later, nothing was done to renew or continue them.

Indeed all the English schools in the province from 1700 down to the time of the Declaration of Independence, were maintained by a great religious society, organized under the auspices of the Church of England, and, of course, with the favor of the government, called "The society for the propagation of the gospel in foreign parts." The law governing this society provided that no teacher should be employed until he had proved "his affection to the present government," and "his conformity to the doctrine and discipline of the Church of England." Schools maintained under such auspices and influences were in no sense free schools.

Indeed, as humiliating as it is, no student of history can fail to discern the fact that the government of Great Britain, during its supremacy in this territory, did nothing to facilitate the extension or promote the efficiency of free elementary schools among the people.

I observe with interest, in this connection, that Mr. Edward Eggleston, in a most readable article concerning the early English colony in Virginia, which appears in the July number of the "Century" magazine, states that the policy of the English government, touching schools in that colony, was precisely what we have found it to be in New York. In all the colonies it was what we might have expected to find. The nobility reasoned that poor men and ignorant men could be governed, and that learning brought disobedience and heresy into the world, and kings and princes, lords and earls and dukes, acted in accord with their beliefs.

If the English nobility did nothing to extend elementary schools, the Dutch were largely indifferent to advanced schools. Their leading men were merchants whose sons went from the elementary schools into the affairs of trade.

It was precisely the same considerations which led the English to treat the elementary schools with indifference, that also led to the organization and shaped the policy of the first college in the State. Its business was to educate leaders to the tenets of the State church, so far as religion might go, and

who would sympathize and agree with the English aristocracy, so far as politics were concerned. Twenty years after the organization of this college, its officers requested a royal charter granting special privileges. In a letter transmitting this request, and urging that it be granted, Cadwallader Colden, the Lieutenant-Governor of the Province, concludes as follows: "It therefore seems highly requisite that a seminary on the principles of the Church of England be distinguished in America, by particular privileges, not only on account of religion, but of good policy, to prevent the growth of republican principles which already too much prevail in the colonies."

My limits will not allow me to spend more time in referring to the educational facts bearing upon the colonial period. We must be content, for the present, with the statement, which is abundantly supported by the facts, that under the mistaken policy of the English rule, the schools languished, and during the progress of the war for independence, which raged with great fierceness over our territory, they were nearly or quite obliterated. The fury of war had closed the doors or entirely extinguished the single college and, practically, all of the academies and schools.

REVIVAL OF LEARNING AT CLOSE OF THE REVOLUTION.

With independence and free statehood came a renewed interest in education, and a strong impulse toward the advancement in learning. The foremost statesmen deemed the subject worthy their closest attention. Immediately upon the advent of peace, Governor George Clinton said to the Legislature of 1784, "there is scarce anything more worthy your attention than the revival and encouragement of seminaries of learning." In a communication to the same Legislature, asking for a revision of their charter, the few remaining governors of Kings College stated that the greater part of their number "had died out or departed from the state," and that many parts of their charter "are inconsistent with that liberality and that civil and religious freedom which our present happy constitution points out."

In answer, came an act changing the name from "Kings" to "Columbia," under which the old institution played a most important part in the formative period of the Commonwealth and the republic. In time she accumulated means and gathered honors about her, and now, under the presidency of a young, accomplished and vigorous man, whom we heard with so much satisfaction last evening, seems to be entering upon a career of unwonted brilliancy, and still more widely extended usefulness.

The act in May, 1784, reorganizing this college, created the State Board of Regents. In theory and intent, the Regents were constituted a board of trustees of the existing college, with authority to organize additional colleges and "seminaries," and exercise similar authority over such as should be organized. In fact, the board only transacted the business of the single college for three years, and in that time experienced innumerable obstacles and difficulties.

BOARD OF REGENTS PROPOSE ELEMENTARY SCHOOLS.

This original Board of Regents was the first representative body since the Dutch rule to make any official or public deliverance looking to the organization of a State public school system. Technically, it had no legal authority or responsibility concerning elementary schools, and it so understood. Indeed, there were no such schools at the close of the war, and the prevalent, if not the universal idea, was that society itself was not chargeable with any responsibility in that connection. But the wisest statesmanship of the day was in that Board of Regents. In a musty book of records, now in the archives of Columbia college, and as to the custody of which that institution and the Board of Regents have held contrary opinions, there is to be found the journal of the board during the three years when that college constituted the entire university, and when the functions of the Regents were mainly confined to the supervision of the same. In this book there is a record which is certainly of interest to us. On the 31st of January, 1787, the board appointed a committee, in the language of the record, "to take into consideration the present state of the university, and to report as soon as possible, the measures necessary to be adopted to carry into effect the views of the Legislature with respect to the same, and particularly with respect to Columbia College." The committee consisted of the mayor of New York, and Messrs. Jay, Rogers, Mason, Livingston, Clarkson, Gros and Hamilton. The report was presented at a meeting held February 16, 1787, adopted, and ordered to be transmitted to the Legislature. From the nature and verbiage of this report, as well as the order in which the names of the committee appear, it seems reasonably clear that Hamilton drafted it. After setting forth the various difficulties which the board had experienced and suggesting the necessary remedies, the committee went outside of its prescribed duty and, so far as I know, made the first public and official presentation of the necessity of common schools maintained by public authority, in the following words :

"But before your committee conclude, they feel themselves bound in faithfulness to add that the erecting of public schools for teaching, reading, writing and arithmetic is an object of very great importance which ought not to be left to the discretion of private men, but be promoted by public authority. Of so much knowledge no citizen ought to be destitute, and yet it is a reflection as true as it is painful that but too many of our youth are brought up in utter ignorance. This is a reproach under which we have long laboured unmarred by the example of our neighbors, who, not leaving the education of their children to chance, have widely diffused throughout their State a public provision for such instruction.

"Your committee are sensible that the Regents are invested with no funds of which they have the disposal, but they nevertheless conceive it to be their duty to bring the subject in view before the honorable, the Legislature, who alone can provide a remedy."

Nothing came of this. The Legislature passed the act which the board submitted, but it contained no mention of common schools. It is impossible to discern in any of these early educational statutes any acknowledgment of the principle that the State should be responsible for elementary schools. They provided for and aided colleges and academies only, quite possibly in the belief that thereby elementary education would be promoted indirectly and perhaps most effectually.

GOSPEL AND SCHOOL LANDS.

It is indeed strange how little mention there was of schools in those early legislative sessions. In a comprehensive act of the Legislature in February, 1789 providing for the sale of certain public lands of the State, the Surveyor-General was directed to lay out twenty townships, so that each should contain 100 lots of 250 acres each, and sell the same, except that he should, reserve, near the center of each township, one lot which should be devoted to the support of the gospel and one other to the support of schools. Here is the origin of the gospel and school moneys which have mystified so many minds. This action, however, contained no recognition, whatever, of the common-school principle. It was only an admission of the propriety of public encouragement to churches and schools, and that on equal terms.

FIRST STATUTE FOR AN ELEMENTARY SCHOOL.

In 1791 an act was passed authorizing six gentlemen, of whom the first was Robert R. Livingston, to receive certain moneys arising from excise fees and fines in the town of Clermont, in the county of Columbia, and "not wanted for the relief of the poor," and to build a school-house and maintain a school therewith. Here is the first authority of the new commonwealth for an elementary school. But it meant little. It levied no tax. It permitted a town to use for a school, moneys which would legally go to the support of the poor, and which were not needed for that purpose. It put the alms-house and the school on about an equal footing.

FIRST GENERAL STATUTE ENCOURAGING ELEMENTARY SCHOOLS.

But in six years after their first utterance, the Board of Regents recurred to the matter persistently and heroically. In 1793 and '94 and '95, the board urged the matter in their annual reports, and the stanch old Governor likewise talked strongly and soundly in the legislative ear. In the latter year he spoke in this fashion:

"While it is evident that the general establishment and liberal endowment of academies are highly to be commended and are attended with the most beneficial consequences, yet it can not be denied that they are principally confined to the children of the opulent, and that a great proportion of the community is excluded

from their immediate advantages. The establishment of common schools throughout the State is happily calculated to remedy this inconvenience, and will therefore engage your early and decided consideration."

These influential appeals brought from the Legislature of 1795 a law entitled "An act for the encouragement of schools," which became the substantial corner-stone of a State elementary school system. It appropriated \$100,000 each year for five years, from the State treasury "for the purpose of encouraging and maintaining schools in the several cities and towns of this State, in which the children of the inhabitants residing in the State shall be instructed in the English language, or be taught English grammar, arithmetic, mathematics and such other branches of knowledge as are most useful and necessary to complete a good education." This was a grand and noble thing to do. The appropriation was munificent when we consider the valuation upon which it was levied. The entire assessable valuation then was but about \$100,000,000. The same rate upon our valuation would yield nearly \$3,500,000 as the annual State appropriation for common schools now, which, by a curious coincidence, is precisely what the State does appropriate. The State was then heavily in debt; it is free from debt now. But in addition to the appropriation, the act required each town to raise by tax half as much more as it received from the State appropriation. It did not *authorize* this; it *required* it. In the Assembly, when the bill was under consideration, a motion was made to provide that each town should share in the appropriation only upon condition that it should raise one-half as much more by local taxation. The proposition was voted down. The House said no, there shall be no conditions or uncertainty about it. We will make this appropriation; we will require each town to raise half as much more as we give it, and we will set up the machinery which will insure its proper expenditure for elementary schools. This was not only a grand and a noble, but it was a *heroic* thing to do.

But in other ways this first general school law reveals the handiwork of the best statesmanship. It stated the purpose of the law accurately and felicitously. It provided a system for allotting the appropriation and for the annual election of not less than three nor more than seven commissioners in each town, who were to supervise and direct the system. This appropriation was not intended to pay the full expense of the schools. It was only to assist. It was reasoned that the people in localities would associate together because of this assistance, and open schools. The act contemplated the organization of school districts in the country, provided for the election of trustees, and set forth their powers and duties. In short, it brought into being the elements of a State school system, and gave shape and form to that system, in essential particulars, as it exists to-day.

Wise and courageous as were the men who framed this great statute and breathed the breath of life into a common school sys-

tem, and they were wise and courageous beyond their generation, yet they had no conception of, and gave no adhesion to the doctrine now pervading the school system, that it is the duty of the State to provide by common tax an elementary school within easy access of every home, and that a good English education at general expense is the rightful inheritance of every child of the commonwealth. They advanced to the point of believing that the State should encourage schools, and even to the point of believing that it might rightfully do this in a substantial way through its power to levy and collect taxes. But they still believed that, primarily, the responsibility rested upon each individual to educate his offspring, and that only when he failed to do this, private or public charity might properly aid the unfortunate.

It seems strange, in view of the fact that the State had previously confided its educational interests, so far as it had acted at all, to the Board of Regents, and that the common school system was established largely through the influence of that board, that it did not give the Regents supervision of the new system. But it did not do so. On the contrary, the bill recited that special provision had previously been made for encouraging colleges and academies and provided that nothing contained in this act should be construed as extending to such institutions. In 1800, a strong movement was made for continuing the provisions of the act of 1795 for another five years. It succeeded in the House, but failed in the Senate, near the close of the session, by a close vote. Each succeeding year for five years the Governor urged the subject, but nothing was done. Evidence is not wanting to show that the unfortunate delay and neglect resulted from differences as to the best course to pursue, and particularly as to whether the administration of the system should be given to the Regents. In 1805, the foundations of a permanent common school fund were laid, and from that time, in spite of some neglect and hindrances innumerable, the common school system has, with unvarying uniformity, grown in strength and in efficiency. In 1798, the reports received showed the organization of 1,352 schools, with 59,660 pupils. In 1815, there were 2,755 districts and 140,106 pupils. In 1830, there were 9,063 districts, and 499,424 pupils. Last year there were 1,803,667 pupils in the common schools of the State.

PUBLIC SCHOOL SOCIETY OF NEW YORK CITY.

Even the briefest narration of the development of the State school system would be unfaithful, which failed to make mention of a great organization known as the "Public School Society of the City of New York." It was chartered by the Legislature in 1805, and was composed of the foremost citizens of the metropolis. Its object, as stated in its charter, was to establish "a free school in the city of New York for the education of such poor children as do not belong to or are not provided for by any

religious society.' This illustrates the prevailing sentiment of the time concerning the relation which society should sustain to common education, better than any language of mine can do it. In acting up to the spirit of the times, and in carrying out the beneficent object for which it was created, this society won the gratitude of the ages. It received public and private contributions, and tuition fees for the support of its work; it controlled all the public schools in the city for nearly fifty years, and exerted a strong influence upon the educational opinion of the country. At its dissolution in 1853, it had supervised the instruction of 600,000 children, and it turned over to the board of education of the city of New York, property worth more than \$450,000.

What this society was doing in the city of New York, was being done in one way or another to a greater or less extent, by associated effort in all the cities and towns of the State.

GROWTH OF THE SYSTEM.

The fact that the State assumed to regulate the affairs of the schools to some extent, as well as the aid which it gave them, coupled with the growing public interest in them and the ardor of the professional educators, steadily promoted the growth and development of the system till, in the judgment of the most competent and impartial witnesses, it clearly led the educational work of the country. In his annual report for 1845, Horace Mann, secretary of board of education of Massachusetts, says: "The great State of New York is carrying forward the work of public education more rapidly than any other State in the Union, or any other country in the world." And Henry Barnard, of Connecticut, at the first meeting of your association in the same year, said, "I have watched the progressive improvement in the organization and administration of the school system of this great State with intense interest, and regard it at this time as superior to any other of which I have any knowledge, for its extent, its liberality, its efficiency and the general intelligence and activity with which its widespread affairs are administered." These will be recognized, at once, as great names—perhaps the greatest—in the history of common school development in the country.

THE RATE BILL.

The early legislation seems to have been framed on the belief that the income of the State School Fund, and the tax equal to one-half its share, which each district was required to raise, would support the schools, but this was found to be inadequate, and then it was provided that the schools should be maintained a specified time each year, and that any deficiency in funds should be collected from the patrons of the schools in proportion to the attendance of their children. This gave rise to the "rate bill." It was only a tax levied upon parents in proportion to the number of days which their children attended the school. The amounts raised in

this way were not inconsiderable. In 1830 it was \$374,000; in 1840, \$475,000; in 1867, the last year of the system, it was \$709,000. The average sum annually collected by rate bill in the forty years from 1828 to 1868, was \$410,685.66.

The greatest contest concerning schools which the State has known was over the abolition of the rate-bill and the consequent establishment of absolutely free schools. Every man here, past 50 years of age who is accustomed to be interested in affairs, will feel the blood coursing more rapidly through his veins at the remembrance of the fight for schools, free to all and maintained at public expense. I fear none of the ladies are old enough to recall it.

The system became odious. It discriminated against the poor. Although it permitted trustees to excuse such from paying fees, no self-respecting man could suffer himself to be publicly adjudged to be poor, by a school trustee. It afforded a good excuse, or plausible pretext for non-attendance. It was attended with many misunderstandings and disputes, and promoted demoralization in many ways. Sentiment was deeply agitated, and found expression in every direction. In 1849, the Legislature submitted the question to a vote of the people, and the returns showed 249,872 in favor of making "the property of the State educate the children of the State," and 91,951 against it. The opponents were not content. In 1850, they procured legislation resubmitting the question, and the returns showed 209,616 against the rate bill, and 184,303 for the old system. Still the opponents were not content. In 1850, a kind of compromise was effected, and the controversy was attempted to be settled by restoring the rate bill and levying a State tax for \$800,000, to be distributed with the school money. This tax increased to larger amounts has been annually raised since, and is technically known as the "free school fund."

But, as a general thing, the cities would not tolerate the rate bill. At their solicitation the Legislature, from time to time, passed special acts creating a board of education with general powers and duties, and in this manner set up an organized school system in each city. These special laws ordinarily authorized taxation adequate to the entire support of the schools, and thus the rate bill became obsolete in most of the cities at a comparatively early day.

In the meantime, the "union free school district system" became legally permissible, and met with considerable favor. It authorized districts to combine and establish a graded school, and meet the expenses by a general tax, thus obviating the necessity for the rate bill, in communities adopting it. In 1867, under the impetuous and able leadership of Victor M. Rice, the rate-bill system was finally abolished, and the principle that the schools should be absolutely free to all and supported at public and general expense, was fully and triumphantly established.

WHAT HAS PROMOTED THE GROWTH OF THE COMMON SCHOOL SYSTEM.

Now permit me, in as few words as I can well employ, to speak of the distinguishing characteristics which have made our State school system the leading influence in developing the intellectual, and therefore the material life of the commonwealth, and have constituted it a model for other States, so far as their representatives have had the foresight and the courage to follow it. It may fairly be said that these are four in number:

1. State support.
2. Extent and manner of supervision.
3. Technical training of teachers.
4. Coöperative effort.

STATE SUPPORT.

The State has not, at all times, done all that her ardent educators have asked. Her generosity has been so munificent that their standard has been high and their expectations great. For many years her authority has been potent, and her bounty plentiful. Passing the first splendid appropriation, before the dawn of the nineteenth century, to which I have previously adverted, we find that in 1805, she laid the foundation of a permanent common school fund, and provided for its increase, until last year it amounted to \$4,000,000. Acting upon the commonly accepted theory of the times, large sums were appropriated year after year to encourage schools. At an early day, the State began the policy of *requiring* localities to raise by tax such additional amounts as were necessary to maintain schools, and authorized all communities to levy such additional amounts as they saw fit for the same purpose. More than fifty years ago, the State initiated the school district library system, and since that time has annually made a liberal appropriation to maintain the same. It is true that portions of this money have been diverted to other uses, and that the whole matter needs revision now, but it is equally true that the millions of volumes which the fund has supplied, greatly enhanced the efficiency of the schools, and promoted the mental growth of the people of the State. In 1851, it disavowed the old doctrine that education was the rightful inheritance of the opulent, but ought to be doled out in reasonable quantities as a charity offering to the poor, adopted the principle that the property of the State should educate the children of the State, and began regularly to levy a State tax for schools, and commenced the annual appropriation of the "free school fund." Under this policy the amount raised by general and local taxation for common schools in the State, has rapidly advanced from \$1,600,000 in 1850, to \$3,700,000 in 1860; \$10,000,000 in 1870; and nearly \$17,000,000 last year. In 1866, the State extended to local authorities the power to acquire land for school sites by the right of eminent domain. It is a

lesson which the States of the Union have been slow to learn, and which some of them will apparently never learn, that the efficiency of a school system must necessarily depend largely upon the extent of support, and the proper but complete exercise of State authority. Men who understand it, not uncommonly lack the courage to say so. The Empire State appreciated this fact early, earlier than any other, and her statesmen have acted with wisdom and courage in the matter. Now, for many years, the authority and power of the State have been freely exerted in innumerable ways to the extension and betterment of school property, and the improvement of the schools.

EXTENT AND MANNER OF SUPERVISION.

When New York first took action looking to the organization of common schools, town commissioners with trustees in subdistricts were provided for. When the time came to set about reducing the disconnected schools, which under her aid and encouragement had been organized in her cities and towns and along her picturesque hillsides and valleys, into something like an organized and related system, she did it through a general system of supervisory officers, a plan which has since been put in operation in all the States of the Union, but in the adoption of which she clearly led the way.

In 1812, an act was passed providing for the appointment, by the counsel of appointment, of a State Superintendent of Common Schools. The same statute also provided for the election in each town, at the annual town meeting, of three commissioners to superintend and manage the affairs of the schools within their town. In 1814, this statute was reenacted with some amendments, among which was a provision that there should also be chosen at each town meeting "a suitable number of inhabitants not to exceed six," to act with the three commissioners as inspectors of common schools.

Upon the office of Superintendent of Common Schools being established, Gideon Hawley, then a young lawyer, and whom I recollect as a pleasant and dignified old gentleman on the streets of Albany sixty years later, was appointed to fill it. His vigorous intellectual powers and his devotion to the duties of his position brought a stately and compact system out of disorganization, chaos and confusion, and gained for him a large share of public confidence and esteem. But he did not get on well with the wicked politicians with which the State seems to have been infested in those early days. The counsel of appointment removed him just prior to the expiration of its own life, as provided by the Constitution of 1821, and appointed Welcome Esleeck in his place. So strong was the public indignation concerning this act, that the Legislature promptly abolished the office of Superintendent, and devolved the duties thereof upon the office of Secretary of State.

Chapter 260 of the Laws of 1841, is very important in that it provided for the appointment, by the board of supervisors in each county, of a deputy superintendent of common schools for the county, except that in counties having more than 200 school districts, they were to appoint two deputies. Here we find the beginning of the county or district commissioner system.

In 1843, the offices of town commissioners and inspectors were abolished, and provision was made for the election in each town at town-meeting, of a "town superintendent of common schools."

In 1847, the office of county deputy-superintendent or county superintendent, as it had come to be called, was abolished.

In 1854, by a bill introduced by Hon. William H. Robertson, then and now the Senator from the Westchester district, and always the steadfast and able friend of the schools, the State Department of Public Instruction was organized, and the office of Superintendent of Public Instruction was created.

In 1856, the office of town superintendent was abolished, and that of school commissioner was again created.

Thus it will be seen that we have had supervision by State officers since 1812, by county or district officers from 1841 to 1847 and from 1856 to the present time, and by town officers from 1795 to 1856. The general features of this comprehensive plan of school supervision have affected the development of the school system most advantageously.

EMINENT SUPERINTENDENTS.

In the list of State Superintendents, some very eminent names appear.

Gideon Hawley was, in his way, truly a great man. Of lofty personal attributes and great natural dignity of character, yet modest and retiring in demeanor, he was methodical, painstaking and persevering to the last degree, the ideal man through the period of construction and organization. For the paltry sum of \$300 per year, he perfected a system for the management of the School Fund, and for the organization of districts, provided for the fair and equitable distribution of the bounty of the State in each district, and set in operation the vast and intricate machinery of the State school system. The State never rewarded him for his disinterested labors, but posterity will not withhold the credit which is his due.

Particularly fortunate was the State in its general superintendents from 1826 to 1845. This period is covered by the continuous administration of four great men—Azariah C. Flagg, John A. Dix, John C. Spencer and Samuel Young.

The first had been in the Legislature several years before coming to this work, and went from it to the office of Comptroller of the State, which he filled from 1834 to 1846, and rounded out a reputation as one of the truly eminent men of the State.

Of General Dix, the world knows. Before he put his great, natural and scholastic abilities at the service of our school system, he had been on a special and delicate mission to Denmark, and received high military honor, including the office of Adjutant-General of the State. He afterwards held innumerable positions of public trust, including those of Secretary of the Treasury, United States Senator, Major-General in the United States army during the rebellion, and finally Governor of this State.

Mr. Spencer was a graduate of Union, and had served one term as Attorney-General, one term in Congress, and two in the State Senate, and had served as a Commissioner in revising the statutes of the State, before he became Superintendent of Common Schools, and was Secretary of War and Secretary of the Treasury afterward.

Samuel Young had been in each House of the Legislature, had served as Canal Commissioner from 1816 to 1840, and was the Democratic candidate for Governor against Mr. Clinton in 1824. Incidentally it is amusing to recall that in more illiberal times than these, he once denied an application to revoke the certificate of a teacher for dancing, card-playing and drinking, on the ground that he did the same things himself when a young man.

I speak of these four men with some particularity, not so much because they otherwise attained such great prominence, as to recall the qualities which they brought to the discharge of the duties of Superintendent, and to point out their influence upon the affairs of the schools. They occupied the office through a trying and critical period. They enjoyed the office and filled it. They shaped the policy and gave tone and substance to the whole system. Their decisions have, in many instances, become the common law of the schools. Their strong sense of right and their uncompromising steadfastness constituted a secure fortress against which the waves of ignorance, prejudice and controversy might beat harmlessly and without effect. Other names are entitled to a place upon the bright side of the temple of fame, and to share in the gratitude of the commonwealth for exerting an exceptional influence in behalf of her schools, but it was the matchless leadership of these four great men, from 1826 to 1845, which, according to Horace Mann and Henry Barnard, placed the New York system in the advance of all the rest at the end of that period.

To every one of the old State Superintendents may be traced some prominent feature of our present school system. Besides those whose names I have mentioned, Nathaniel S. Benton and Christopher Morgan, Henry S. Randall and Elias W. Leavenworth, Victor M. Rice and Henry H. Van Dyck, were strong men, all of them. The aggressiveness of some of them, and the substantial conservatism of others, perhaps in equal degree, have impressed themselves upon the work of the schools, and so combined all in a common system, as to carry the best feature of each to all the remotest parts of the State.

NECESSARY AUTHORITY.

The extreme decentralization of authority, the mistaken idea that the operation of the schools should largely be left to local direction, has been a great drawback upon American public schools. The power and authority which, at a very early day, this State vested in its School Department, has given it an advantage over its neighbors, which they will recover only with extreme difficulty. It is possible that this authority has been injudiciously or erroneously exercised upon occasions. I do not believe it has ever been exercised maliciously or influenced by unworthy considerations. In any event, the presence of such an exalted power, the fact that it may be speedily and conclusively exercised, and that, ordinarily, it is well exercised, has quelled disputes, shaped policy, directed and applied energy, procured support, concentrated effort, made the school system the creature of the State, and in innumerable ways promoted its healthful and productive activity. For the same reasons, if not in equal degree, local supervision has been helpful to the development of the school system. The work of the city superintendent and the county commissioner has promoted uniformity, put out incompetency, aided and encouraged the timid, directed the strong, curbed the passionate, and in more ways than can be mentioned, given effectiveness to the means and the energies devoted to the service of the schools. In short, the system of supervision which is everywhere present, with its authority to regulate buildings, certify teachers, control all the concerns of the schools, and which is required to collate and report the facts, and is held in a large measure responsible for results, has been a potent influence in advancing the character and efficiency of the schools.

PROFESSIONAL TRAINING OF TEACHERS.

The next feature which must attract the attention, in investigating the causes which have been most potential in advancing the State free school system, is the continuous and costly effort to improve the teaching service. Aside from an exceedingly small number of prominent positions, the compensation of teachers has, from the beginning, been so moderate that persons with the required qualifications would be allured to other occupation by larger remuneration. It must be admitted, also, that the uncertainties and humiliating conditions surrounding a teacher's employment, are frequently such as to drive an independent and self-respecting person to other work at no better pay. For these and other reasons not necessary here to enumerate, the greater number of persons who commence teaching, do so upon the understanding that it is only a temporary expedient, and not a permanent means of livelihood. This has made it exceedingly difficult to secure the requisite number of persons completely, or even measurably, adapted to

the instruction of the schools. This has been largely so from the beginning, but the fact has been more prominent in recent years because the qualities which constitute a good teacher, and the vast importance of having such qualities in every school-room, have come to be so much more generally understood.

The best statesmanship of New York appreciated this matter from a comparatively early date, and at once began special efforts for training competent teachers for the schools. In his annual message to the Legislature, in 1826, Governor DeWitt Clinton referred to the subject in these words :

“ With a full admission of the merits of several who now officiate in that capacity, still it must be conceded that the information of the instructors of our common schools does not extend beyond rudimental education; that our expanding population requires constant accessions to their numbers; and that to realize these views, it is necessary that some new plan for obtaining able teachers should be devised. I therefore recommend a seminary for the education of teachers. A compliance with this recommendation will have the most benign influence on individual happiness and social prosperity.”

In his annual message in 1827, the Governor recurs to the subject with added emphasis, and goes so far as to recommend a central school in each county for the special education of teachers. In that very year the Legislature added \$150,000 to the capital of the Literature Fund, “ to promote the education of teachers.”

From this time there was much discussion of the subject until a statute was enacted in May, 1834, which authorized the Regents to spend a portion of the Literature Fund in specially educating teachers, and this brought into existence the teachers' classes in the academies. The sum of \$500 was given to purchase books and apparatus for an academy in each of the Senate districts as they then existed, and the further sum of \$400 was given for the support of an instructor in each academy. The classes for teachers were opened in these academies in the autumn of 1835. In succeeding years the appropriations were increased, and thus the number of classes was multiplied. This work has been continuous to the present time. A year ago the supervision of these classes was transferred from the Board of Regents to the Department of Public Instruction, and this year the appropriation was raised from \$30,000 to \$60,000.

In April, 1843, the first teachers' institute was held at Ithaca. There were twenty-eight teachers present, and the session continued two weeks. These gatherings of teachers were at first voluntary, but soon came to be regulated and supported by the State. In later years they have been held with regularity in each commissioner district, and teachers have been paid for attendance, while attendance has been compulsory.

In 1844, the first State normal school was opened at Albany. Others have been established from time to time until now there

are ten of these institutions, and the eleventh is to be opened in the coming autumn. These schools have real estate worth \$1,400,000, and furniture and apparatus valued at \$150,000 more. Last year they had all told 6,468 pupils and graduated 537. The State paid for the maintenance of these institutions last year, \$272,581.85. In March last the name of the original school was changed to that of "The New York State Normal College," and it will hereafter receive only pupils who have more fully completed their work in subject matter in the ordinary schools, and will devote its entire time to the technical training of teachers, not only for the elementary, but the advanced schools.

In 1870, the city of New York opened a normal college for the purpose of preparing teachers for the public schools of that city, and from which the supply is largely drawn; and in nearly every other city of the State, special schools or classes are continually maintained for the same purpose. In most cities of the State no teachers are certified or employed who, in addition to scholastic attainments, do not show a year or more of professional training. A bill to establish this principle in all cities and villages, employing a superintendent of schools, passed the last Legislature with but little opposition, and only failed to become a law for want of the approval of the Governor. The law would only have hastened matters somewhat. The inevitable trend is in this direction. The city that does not exact as much will soon find itself behind the times. With or without law, the time will soon come when some special and technical training will be exacted on the part of all persons seeking employment in the schools of our cities and villages.

In the country, the uniform system of simultaneous examinations for teachers and the multiplication of teachers' training classes in the academies and union schools are leading steadily in the same direction.

The Empire State has a proud record upon this matter, and I refer to it with pride and satisfaction. She commenced the work of training teachers early. I do not claim for the fathers who inaugurated the work, sixty years ago, a very clear comprehension of the problems involved. They probably knew but little of psychology and pedagogy. They were not thinking of technical or professional training. They were looking for teachers who had knowledge without much reference to the art of transmitting it successfully. In making provision at public expense for even the education of such, they builded up academies in all parts of the State, and created centers where learning glowed to radiate and illumine all the country round about. They reared and trained scholars who, in their turn, stimulated and promoted educational and public school development everywhere. They heightened the general intelligence, and hastened the time when the common sentiment of the people will forbid that helpless children shall be delivered into the care of other children, or of weaklings and unfortunates on the one hand, as well as the unfit favorites of

small politicians on the other. They opened the way for the early understanding of the difficult problem involved, and the general acceptance of the proposition that teachers in the schools must be not only liberally educated, but specially and technically trained, or come short of the requirements of the service. All honor to the statesmanship which inaugurated, as well as to that which has since sustained and prosecuted this work so intelligently and generously. It has contributed more than it knew to the intellectual and moral health of the commonwealth.

VOLUNTARY ASSOCIATIONS.

The remaining great influence which has promoted the healthful development of our public school system, and which I shall feel justified in taking time to consider, is that of the voluntary associations of the friends of education, and particularly of teachers. This influence has been a most consequential one. The order in which I mention it must not be accepted as an indication of its importance. I think you will find the subject interesting. I know you would if there was time to thoroughly investigate it.

"SOCIETY OF ASSOCIATED TEACHERS," NEW YORK CITY, 1794.

In the custody of the State library at Albany, in company with the original André papers, the original copy of President Lincoln's Emancipation Proclamation, the original of Washington's Farewell Address, there is a manuscript volume of more interest to us than any of them. It is the original minutes of the first permanent or continuing teachers' association in America. It was an association of schoolmasters, organized in New York city in May, 1794. The minutes are neatly and correctly kept, and indicate that any one of the secretaries would have been able to pass the State examination, if they had had such mechanical contrivances for testing the qualifications of teachers in those days. The journal shows that meetings were held with much regularity at least till 1807. The first meeting was held May 15, 1794, at the school-room of "Citizen, Gad Ely." The first resolution adopted after agreeing to organize, was one "that the person filling the chair for the time being, be authorized to call to order any member when necessary." The fact that this precaution was deemed necessary will at once put us on terms of easy fellowship with these early teachers. John Wood was chosen chairman, and John Winchell secretary. Fifteen persons were present at the first meeting. Opposite nearly every name in the list, some hand has written the words "since dead." It was essentially a secret society. It may seem superfluous, therefore, to state the related fact that no ladies were admitted. Members were elected by ballot, requiring a three-fourths vote to elect, and were received into membership by an initiatory ceremony. The admission fee was one dollar. Meetings were held in the school-rooms or at the residences of the members, and ordinarily about every week.

From the twenty-first of March to the twenty-first of September, the association met at 8 o'clock and adjourned at 10, and from the twenty-first of September to the twenty-first of March, it met at 7 and adjourned at 9 o'clock. The time of meeting suggests early hours and regular habits in somewhat striking contrast with those observed by their successors in office. Six shillings were paid to the secretary that he might purchase a record book, and he secured a good one, bound in leather, every page of which is water-lined with an English coat-of-arms, and the letters "G. R." in remembrance of the fact that one of the Georges was king. On July 21, 1794, the common council granted the association the right to meet in the common council chamber "at such time as the same shall not be occupied by the public on business or by the Society for the Promotion of Christian Knowledge, the Medical Society, or the St. Cecilia's Society." With the assurance of a veteran, the infant at once drew on the St. Cecilia's Society to change its night of meeting for the better convenience of the schoolmasters' association. The officers were a president, secretary and steward. They served for three months, were required to take an obligation or pledge to perform faithfully the duties of the several offices, and the president and secretary were fined twenty-five cents, and the steward eighteen and one-half cents for each absence, unless excused.

But with all these incidental matters which inspire a smile, this association did substantial work. Its proceedings were of practical interest and importance. The association assumed to act as a breakwater against incompetency in the schools. A committee of seven was appointed to examine persons wishing to teach, and such as they found worthy, they certified to be so. It is to be hoped that they did not forget that they were once young and inexperienced themselves. The association also examined and recommended text-books, and evidently compelled such textbook publishers as there were, to treat the society with proper and becoming respect. The City Library conferred upon the association one membership right in that institution, and a "reader" was appointed to examine the books and report any information he might receive, for the good of the society. When any student was so disorderly as to oblige the master to expel him, the facts of the case were reported for the information of all. The association assisted its members in collecting tuition fees from slow patrons. Among the subjects considered, the following are observed, viz.: "Is silent study or studying aloud most conducive to the improvement of scholars?" "Whether a systematical method of teaching penmanship is more eligible than such methods as are commonly pursued?" "Whether the practice of good flagellations by the tutor is advantageous to the good regulation of a school?" "Whether it is better to subject the passions to reason or root them out?" "Ought any religion further than morality be inculcated in the schools?" "Whether an indolent person of great abilities or one of inferior talents and assiduity makes the best

teacher?" "Is the same mode of education equally applicable to the male and female sex?"

They decided that a "theater, under the usual regulations, was not unfavorable to morals;" and that "the present situation of affairs was unfavorable to matrimony;" that "it would not be good policy to manumit slaves in America immediately," and the association seems to have gone to pieces in trying to decide whether "the mental powers of the Aborigines of North America were equal to those of the Europeans."

These reminiscences of this, the earliest of teachers' associations, might be continued almost indefinitely. But so much must suffice for the present. It was a primitive organization, but it shows a devotion to their calling on the part of these old teachers. With steadfast earnestness they continued for thirteen years at least, to maintain a teachers' association for mutual improvement, and the advancement of their schools. They had no precedents to guide them, no successes and failures to light their path. They did not copy; they originated. History has not yet done them justice, but it may not always be so. The State Teachers' Association may well stand with uncovered head, while it respects and honors their memory.

OTHER LOCAL ASSOCIATIONS.

From the time when the State really assumed a share in the support and supervision of schools, city, county and town associations of teachers became common, and have had no small part in determining the characteristics of the school system. Almost every page in the early books and periodicals related to the interests of education, reports the doings of these local associations. As early as 1830, the State superintendent headed a movement for the organization of county and town associations and for the holding of public celebrations, and as a result, there was marked activity in the way of organizations in all directions, and a notable increase of public interest in all the affairs of the schools.

FIRST STATE CONVENTION OF TEACHERS.

The first State convention of teachers in this State, and the first in any State, so far as my investigations have gone, was held at Utica in October, 1830. Undoubtedly a thorough investigation would reveal the circumstances which led to this gathering, as well as the facts touching its character and its transactions. It is shrouded in some mystery, however. I am certain of but one thing concerning it, and that is that it resolved upon and provided for calling a future convention. The fact that it called another convention only three months later, indicates that it was a slim affair, and did little, if anything beyond this. The next State teachers' convention was held at Utica, January 12, 13 and 14, 1831. Rev. Henry Davis, D. D., of Hamilton College, was president. Most of the counties were represented, and most of the

names of the active school men of the day appear in the roll of the convention, but we examine it in vain for the name of a woman. Committees were appointed as follows, viz.: On the qualifications of teachers; on the studies and exercises proper for common schools; on appointing one or more agents for carrying into effect the objects of the convention; on the construction and furnishing of school-rooms; on the school law of the State.

The question as to whether the State should establish normal schools or utilize the academies for educating teachers, was as hot then as it ever has been since. The convention, for obvious reasons, declared in favor of utilizing the existing schools.

The committee on "studies and exercises in the schools," reported that the following studies should be pursued, viz.: Reading, writing, spelling, mental and practical arithmetic, geography, English grammar, composition, a method of keeping accounts, some brief systems of political economy, and some of the simpler parts of the natural sciences." The committee observe that they are aware that their list is too large to be pursued in a single school, especially if the number of pupils is large. They urge by way of a solution of the difficulty, that one teacher should never have charge of more than thirty or forty pupils, and that where the school is larger than this, grading should be resorted to. The committee urge among other things, that the schools should "call into action the intellectual powers of the pupils, and teach them by independent investigation, to arrive at conclusions for themselves, which shall be according to truth;" that pupils "should not waste time in loading the memory with what is not understood;" that they "should not be suffered to pronounce words without a knowledge of their meaning;" that in arithmetic pupils "may derive much valuable improvement by the help of sensible objects, without being burdened with rules above their comprehension."

This convention sixty years ago, also faced the text-book question, but precipitately surrendered in its presence, and contented itself with saying that while the multiplicity of text-books was a great evil, still they thought it unwise for them to enter a field which would require them to discriminate, and with apparent solemnity, expressed the belief that "if a remedy shall be found out for the other defects in the system of common school instruction, the text-book evil will gradually disappear."

To all of this the convention agreed. It also provided for a State agent to go about, hold meetings, arouse the people, encourage teachers, organize lyceums, etc.

The convention seems to have been in something of a fog concerning the improvement of school-rooms. It declared that "school-houses are too small, the ceilings too low, the windows placed quite too near the floor, and that too little regard is paid to the ventilation of the rooms." But, in its opinion, the methods of remedying these defects were "too plain to require explanation." Then it immediately proceeded to explain and suggest

that "instead of the plain ceilings in common use, arched ones might be constructed with great advantage, and at little additional expense; and that, "for the purpose of ventilating the rooms, the contrivance should be rather to let down the upper, than to raise the lower sash of the windows, as by that means the greater portion of the air, rendered unfit for respiration, may be easily expelled without exposing the students seated next to the wall to currents which pass through the windows, or tempting them to gaze at external objects to the neglect of their proper studies." As a masterstroke in the then budding sciences of school economy and school architecture, the convention proposed that all schools should adopt the plan upon which the principal room in the Lowville Academy was constructed, and proceeded to describe it as follows, viz.: "The students are so seated for study that while no two of them can see each other, the instructor has a full view of all his pupils. This mode of seating pupils is easily carried into effect by having the base of the building a dodecagon or a polygon of a less number of sides, separated into two unequal divisions by a partition, and in the larger division should be the seat and table of the instructor. On the floor of the principal room there should be constructed three or four concentric ranges of seats, ascending from the center towards the periphery of the room — as in a theater — and crossed by partitions five feet high, regularly converging toward the instructor's seat." If pupils failed to emerge from this formidable machine, with their physical, mental and moral natures thoroughly developed and well-polished off, the educational situation would seem to be in as serious a fix as the pupils were when in the box.

We must pass from this early convention, although we might pursue our investigations into its proceedings, with great interest. The convention concluded its deliberations by organizing a New York State Lyceum, and by adopting an address to the public in which it set forth, with much ability, the needs of the schools, and called a meeting of the "friends of education from every State in the Union," in New York city, on the first Wednesday in the following May, for the formation of "a National Lyceum — a republic of letters, coextensive with one political confederacy, whose aim it shall be to establish, as far as practicable, a universal system of education, reciprocally to yield and enjoy the advantages of each other's discovery, to bind ourselves in firmer union, by the humane, yet intimate association of literature and science, and relieve the asperities of conflicting interests and selfish jealousies by the interchange of intellectual treasure."

OTHER STATE CONVENTIONS.

Other conventions were subsequently held, but not with regularity, until 1845. One occurred at Albany in September, 1836, and another at Utica in May, 1837. In May, 1842, a State convention of county superintendents was held at Utica, which

was presided over by Jabez D. Hammond the author of the "Political History of New York." Forty-two of the fifty-nine counties were represented, and Colonel Young, the State Superintendent, Horace Mann and many eminent men were present and participated in the deliberations. Subsequent gatherings of the same character were held at Rochester in 1843, at Albany in 1844, at Syracuse in 1845. and at Albany again in 1846.

PERMANENT ORGANIZATION OF "THE STATE TEACHERS' ASSOCIATION."

A most important convention assembled at Syracuse on July 30 and 31, 1845, if its importance is to be measured by permanent results. It was the first meeting of a permanent and enduring State Teachers' Association. On the first day 185 delegates were present from thirty-two counties. On the next day 300 teachers were present. William Ross of Seneca was temporary, and J. W. Bulkley of Albany, permanent president. Substantially the first business was to invite all the text-book agents to address the convention, and Mr. A. L. Smith of New York, agent for Smith's geography, arithmetic, grammar and divers other books; Mr. H. H. Hawley, publisher of Perkins' mathematical series; Mr. Silas Cornell, manufacturer of globes, Mr. A. R. Boyle, a phonographist, Mr. B. Mortimer, agent for Salem Town's books, and others, overcame the traditional and proverbial modesty of their craft sufficiently to advocate their respective claims before the convention. This convention discussed ably and seriously the leading educational questions of the day, including the reading of the Bible in the schools, the necessity for pedagogical literature, school discipline, and the education and elevation of the teaching profession. It determined upon and effected a permanent organization which has met each year since, except that the meeting of 1850, which was to have been in New York city, was not held because of the prevalence of cholera. This gathering constitutes the forty-fifth in the series of annual meetings.

And what a notable and noble series of educational meetings it has been! How they have been anticipated, and how they have been remembered! What tender ties of affection have been here welded! How many minds have been here opened to the light! The destiny of how many children has been here influenced and directed! How these meetings have affected the educational policy of the State and the United States.

OTHER ASSOCIATIONS.

At the annual meeting of the State Teachers' Association in Troy, in August, 1856, the superintendents in the cities and villages, and the county commissioners, formed the State Association of Commissioners and Superintendents. The association has met regularly since. This organization has really come to be distinctively an association of county commissioners, as the superintendents have since associated themselves together in still another organization.

On the 4th day of August, 1863, the first meeting of officers and teachers in our colleges and academies, convened by the Board of Regents, and since called the "University Convocation," occurred, and a similar meeting has been annually held at the Capitol since.

In 1883, at Syracuse, the superintendents in cities and villages met and organized the "State Superintendents' Council," and have held annual meetings at different points since.

On the 29th of December, 1885, the secondary principals of the State met in the High School building at Syracuse, and effected an organization which has since met regularly, and has come to be known as the "Conference of Associated Academic Principals."

Each of these organizations is in vigorous life, with a good record and excellent prospects.

INFLUENCES OF THE ASSOCIATIONS.

The beneficial influences which all these voluntary associations have exerted, and continue to exert, in behalf of the school system, is inestimable.

For a great many years a little company of gentlemen with scientific or literary tendencies, and known as the "Albany Institute," has met semi-monthly in that city, and discussed subjects of mutual interest. The meetings are so quiet and unobtrusive that they attract but little attention, and influence the social life of the Capital but imperceptibly. Yet John Ericsson gained his idea of the revolving turret for armed war vessels from a volume of the transactions of the "Albany Institute," and from a paper read and long since forgotten, and with this idea he blew the Merrimac out of water and drove to cover the most formidable armed cruisers which the best engineers, unlimited means and the most skillful iron and steel-workers of England could produce, and restored the honor and regained the prestige of the United States flag upon the high seas.

Who shall say that the deliberations of any association of thinkers go for naught? And who shall undertake to calculate the extent to which all these regular and continuous gatherings of teachers have promoted the general intelligence and the mental strength of the State? There is no standard for such a measurement. As I have read the records of their proceedings, I have been again and again struck with the fact that the leading reforms in the law governing the schools, as well as in the procedure of the schools themselves, have originated with and been accomplished through the operations of these associations. They have concentrated forces and they have distributed information. On the one hand, they have removed misunderstandings, originated suggestions, carried the ripest experience and the best thought of each teacher into every city, and every village, and every district; and on the other hand, they have combined educational effort, directed educational energy and shaped the educational policy of the common-

wealth. Each has become a power in itself, but the combined strength of all is invulnerable. Happily, fellowship between them is now so complete that no unusual movement is prosecuted without the concurrence of all, and with such coöperation the success of the undertaking is practically inevitable.

SMALL MATTERS.

I have now, in a way, covered the ground contemplated at the outset. How inadequately I have been able to do so, I am fully aware. Whether or not I have been able to interest you, I can truly say that such investigation as, at odd moments, I have been able to make into the circumstances which produced and the causes which have advanced the State public school system, has been a delight to me—such a delight as I know can not be transmitted through any ability of mine to tell the story. I would I had the time to tell you of some of the small but interesting and amusing matters I have come across in my reading;—of the complaints of the Regents and that first New York city association, because their lottery investments did not pay better dividends; of the tribulations in the State Superintendent's office before Mr. Spencer proposed printed forms for trustees' reports in 1841; of General Dix's hurry and anxiety to get out his report "before the close of navigation;" of the poorer pay and "boarding around" experiences of the earlier teachers; of "summer schools" and "winter schools;" of the physical struggles to decide whether the teacher or the big boys should control the school; of David P. Page, the first normal principal, going about with horse and wagon to examine candidates for admission and ordinarily determining that they were qualified; of Dr. E. A. Sheldon and Susan B. Anthony, noble man and noble woman that they were and are, sitting side by side in this association year after year, he with his resolutions for the consolidation and more effective organization of educational work, and she with her continual claim for equal rights and a fair show for her sex.

I would like to tell you also of John Lancaster and the Lancastrian methods; of the philanthropy of James Wadsworth, who put "The School and the Schoolmaster," a most excellent volume of 550 pages, in the hand of every officer and teacher in the State; of the reciprocal influences of the old academies upon the common schools and the schools upon the academies; of the stubborn contest with sectarianism; of the growth of high schools and night schools and technical schools,—of a thousand things which have contributed to the development of the school system in its present form.

The field is a rich one and it is to be hoped that some loyal son or daughter of the State, who is jealous of her glory and has an inclination and a gift for original research, will enter and cultivate it for the advantage and benefit of all her children.

NEW YORK LEADING THE NATION.

Looking back over the field we can not escape being impressed with the fact that New York has scarcely had full credit for the magnificent part she has borne in making the history of our common country. Few people, very few, have the leisure or the inclination for original research. The multitude are only too ready to take statements at second hand. It is commonly as helpful to the fame of a people to have had fervent poets, orators and historians among their sons, as to have performed the deeds which light the beacon fires of history.

No one can envy New England the historic facts, and they are radiant and innumerable, which are her honor and her glory. Much less can I. With an English ancestry who first found lodgment and built a home on the Massachusetts coast, before the seventeenth century had fairly turned its meridian, and before William Bradford and Miles Standish had gone to their eternal home, with my direct ancestor and at least two others of my blood and my name in the Massachusetts line when Lexington and Concord fired the shot "heard round the world," and Bunker Hill rang the Independence bell with a tone and a meaning it had never sounded before, it would be strange indeed if I was not jealous of all that belongs to the men and the women who first erected her civil and religious institutions, or those other men and women who in later years so heroically maintained and extended them. Their character, their beliefs and their acts laid the sure foundation of an imperishable fame which can never be shadowed or disparaged by giving others that credit which is their due.

The colony at New Amsterdam loved liberty as dearly and certainly, had as true a conception of the public institutions and regulations which guarantee civil and religious freedom as the colony at Plymouth. New York has contributed as liberally as New England to the material, as well as the intellectual development of the country.

If these observations are just in any sense, they are as related to the building up of a system of common schools. The first public school in America of which we have any knowledge was upon Manhattan Island. The principle that all the property should educate all the children of a people was first enforced there. The oldest school in America is now maintained at No. 248 West Seventy-fourth street in the city of New York. It was in the Colony of New York that teachers were first required to be certified or licensed. New York was the first State in the Union to levy a general tax for the encouragement of elementary schools, as she was also the first to establish a permanent State Common School Fund. She was the first to establish State supervision of elementary schools. She was the first to specially provide for the education of teachers, and she is now doing more for the professional training of teachers than any other. The institute system was first established in New York. She was the first to pro-

vide school district libraries. She was the first to publish a journal exclusively devoted to the interests of common schools. The first local association of a permanent character in the country among school teachers was in New York city. The first State Teachers' Convention in the country was held at Utica, and the oldest permanent State Teachers' Association in America is the one I now have the honor to address. The first woman's college in America was established at Elmira, and the old Albany Female Academy is the first higher educational institution for women the world ever knew. New York is the only State to have established a special court to determine all school controversies, and provide that its decisions shall be final and conclusive. It is the only State to provide architects' drawings and estimate for school-houses, and to determine the character of the structures which localities must provide for school purposes. It is the first and only State to give statutory recognition to the work of the colleges and universities in educating teachers, and to give the same recognition to teachers of acquired position who may come to us from other States. We are doing more to build up a teaching profession, by exacting proper qualifications on the part of teachers and protecting their legal rights, than is being done anywhere else in the country. The great State is spending more money and exercising closer supervision over common schools than any other. The legislative power has been and is continually being exercised to consolidate and systematize her educational work upon an intelligent plan, with a definite purpose, to a greater extent than any commonwealth east or west. It is no thoughtless, self-conceited boast, it is a fact in the case, which her teachers ought to understand, that they may appreciate the responsibility under which they rest, that for what she has done and what she is doing, and what she is trying to do, her common school work occupies the leading position among the States of the American Union.

CRITICISMS UPON THE SCHOOLS.

Criticism upon the work of the public schools is frequent. Sometimes it is intelligent and just. Criticism of this class is always welcome. But most of it is not of this kind. You may have heard of the man who could never appreciate the new moon because of his veneration for the old moon. Undoubtedly, you have seen a man who will always believe that no other woman could make such pies as his mother made when he was a boy. Those men are among us yet. In the fitness of things they should have been gathered to their fathers long ago, but they still linger on this side of the river in a world that, according to their idea, is continually becoming more and more degenerate and depraved. They will insist that there never was such a school as the one in the little red school-house near their country home, with its slab benches, text-books which had been handed down through many generations, and a teacher whose principle qualifi-

cation was his ability to thrash big boys. Smile at these innocent and well meaning relics of antiquity and let them go. But the theorist and the doctrinaire is also among us. He has not been in a public school for many years; probably never was. He has no knowledge of school facts; no comprehension of the problem involved; yet he thinks his superior reasoning power is all sufficient to bring him to a sound conclusion without any knowledge of facts. He writes in the newspapers and once in a while in the literary magazines. He writes learnedly, in technical phrases, and enforces his profundity by quoting Latin, on occasions. He is of the same class as the dyspeptic who is prone to advise healthy people what and when they may safely eat, and as the unattractive dress-reformer who assumes to educate ladies as to what they should wear and how they should wear it. He too is harmless; deal with him gently. But strange as it is, the enemy of the schools is among us, too. Commonly he is a secret enemy, and works in the dark or by underground process to disparage the schools. Sometimes he avows his enmity. Join the issue and never spare him. Designedly or mistakenly he is the enemy of free institutions and of government by the people.

Regardless of what may be said, freely admitting the opportunity and the duty of improvement, the fact still remains that never before were the public schools of the country so well housed, so well provided with books, apparatus and appliances of every description, so intelligently and practically taught, so pervaded with a kindly and affectionate spirit, so full of enthusiasm and progress, so fruitful of ennobling results and far reaching, beneficent consequences as they are in this year of our Lord 1890.

CONCLUSION.

I must conclude upon the instant. Even the hasty and superficial examination of the rise and development of our State common school system, which we have been able to make in a single evening, will be fruitful of suggestions which your interest in the subject will easily enable you to discern. The one which comes to me with more force than any other is that history clearly and unmistakably reveals the fact that free schools have invariably been the accompaniment and the support of civil liberty and of government by the people. Wherever there has been self-government there have been common schools, wherever there have been common schools mental strength and manly independence have developed, and the government has been a democracy, or the kingship has been only a name.

We can not doubt the stability and the permanence of our unique American system of free schools. It is warp and woof of our social fabric, the staunchest pillar of our governmental temple. The most deserving and practical patriots are the men and women who do most to simplify and perfect its machinery, to make its work ennobling, and to keep its life pure. The most

insidious, and therefore the most dangerous, foe of the Republic is the man whose politics or whose religion, whose ignorance or whose selfishness, leads him, deliberately or unwittingly, to thwart the best results of its high and holy mission.

I thank you for your patience; it has seemed boundless. For all your thoughtful and considerate courtesy I make my most respectful acknowledgments; it encumbers the State Superintendent with obligations which he has no power to repay save only in sincere and grateful appreciation.

NOTE.—Investigations, incident to the preparation of the foregoing address, have led me to think that an exhibit showing the extent and manner of school supervision which has been in operation in this State since the organization of the school system, together with a complete list of State superintendents, and a statement indicating the places of meeting, and the presiding officers at the various sessions of the different State associations, would be acceptable to the educators of the State, and I take the liberty of adding the same in a brief appendix. I also embrace the opportunity for acknowledging my indebtedness to Mr. C. W. Bardeen, of Syracuse, who kindly and generously loaned from his private library rare books and documents which have been of great assistance, not only in supplying this added information, but in the preparation of the address itself.

A. S. D.

APPENDIX.

SYSTEM OF SUPERVISION.

YEAR.	By State officer.	By county officers.	By city officers.	By town officers.
1795				
1813				
1841				
1847				
1851				
1856				
1890				

STATE SUPERINTENDENTS.

NAMES.	Residence.	Chosen.	
Gideon Hawley.....	Albany	January	14, 1813
Welcome Esleeck.....	Albany	February	22, 1821
<i>Secretaries of State and Superintendents, ex officio:</i>			
John Van Ness Yates.....	Albany	April	3, 1821
Azariah C. Flagg.....	Plattsburgh.....	April	14, 1826
John A. Dix.....	Cooperstown ...	April	1, 1833
John C. Spencer.....	Canandaigua ...	April	4, 1839
Samuel Young.....	Ballston	April	7, 1842
Nathaniel S. Benton.....	Little Falls.....	April	3, 1845
Christopher Morgan.....	Auburn	November	2, 1847
Henry S. Randall.....	Cortland.....	November	4, 1851
Elias W. Leavenworth.....	Syracuse.....	November	8, 1853
<i>Department of Public Instruction:</i>			
Victor M. Rice.....	Buffalo.....	April	4, 1854
Henry H. Van Dyck.....	Albany	April	7, 1857
Emerson W. Keyes*.....	Albany	April	9, 1861
Victor M. Rice.....	Buffalo.....	February	1, 1862
Abram B. Weaver.....	Deerfield.....	April	7, 1868
Neil Gilmour.....	Baliston Spa ...	April	7, 1874
William B. Ruggles.....	Bath	March	14, 1883
James E. Morrison*.....	New York city...	January	1, 1886
Andrew S. Draper.....	Albany	April	6, 1886

* Acting Superintendents by reason of resignations.

NEW YORK STATE TEACHERS' ASSOCIATION.

YEAR.	Place.	President.
1845.....	Syracuse	John W. Bulkley.
1846.....	Utica	Chester Dewey.
1847.....	Rochester	Joseph McKeen.
1848.....	Auburn	Samuel B. Woolworth.
1849.....	*	Charles R. Coburn.
1850.....	New York	Charles R. Coburn.
1851.....	Buffalo	John W. Bulkley.
1852.....	Elmira	Nehemiah P. Stanton.
1853.....	Rochester	Charles Davies.
1854.....	Oswego	Victor M. Rice.
1855.....	Utica	Reuben D. Jones.
1856.....	Troy	Leonard Hazeltine.
1857.....	Binghamton	Thomas W. Valentine.
1858.....	Lockport	George L. Farnham.
1859.....	Poughkeepsie	Oliver Arey.
1860.....	Syracuse	James N. McElligott.
1861.....	Watertown	Edward A. Sheldon.
1862.....	Rochester	James Cruikshank.
1863.....	Troy	Emerson C. Pomeroy.
1864.....	Buffalo	James B. Thomson.
1865.....	Elmira	Edward North.
1866.....	Geneva	James Atwater.
1867.....	Auburn	Samuel G. Williams.
1868.....	Owego	James W. Barker.
1869.....	Ithaca	William N. Reid.
1870.....	Syracuse	Samuel D. Barr.
1871.....	Lockport	J. Dorman Steele.
1872.....	Saratoga Springs	James H. Hoose.
1873.....	Utica	Edward Danforth.
1874.....	Binghamton	Andrew McMillan.
1875.....	Fredonia	H. R. Sanford.
1876.....	Watkins	Noah T. Clark.
1877.....	Plattsburgh	Edward Smith.
1878.....	Albany	John W. Mears.
1879.....	Penn Yan	Casper G. Brower.
1880.....	Canandaigua	James Johonnot.
1881.....	Saratoga Springs	Jerome Allen.
1882.....	Yonkers	Albert B. Watkins.
1883.....	Lake George	J. A. Nichols.
1884.....	Elmira	Charles T. Barnes.
1885.....	Saratoga Springs	S. A. Ellis.
1886.....	Niagara Falls	Charles E. Surdam.
1887.....	Elizabethtown	George Griffith.
1888.....	Watkins	J. W. Kimball.
1889.....	Brooklyn	E. H. Cook.
1890.....	Saratoga Springs	Walter B. Gunnison.
1891.....	Saratoga Springs	James M. Milne.

* No meeting held on account of prevalence of cholera in New York.

COMMISSIONERS AND SUPERINTENDENTS' ASSOCIATION.

YEAR.	Place.	President.
1856.....	Troy	Victor M. Rice, State Supt., ex officio.
1857.....	Cortland	H. H. Van Dyck, State Supt., ex officio.
1858.....	Elmira	H. H. Van Dyck, State Supt., ex officio.
1859.....	Lyons	H. H. Van Dyck, State Supt., ex officio.
1860.....	Syracuse	H. H. Van Dyck, State Supt., ex officio.
1861.....		
1862.....	During the war of the rebellion, the association ceased to hold meetings.	
1863.....		
1864.....		
1865.....		
1865.....	Elmira	John W. Bulkley (reorganization).
1866.....	Geneva	John W. Bulkley.
1867.....	Auburn	James Cruikshank.
1868.....	Owego	Charles T. Pooler.
1869.....	Ithaca.....	*
1870.....	Syracuse	Jason B. Wells.
1871.....	Utica	Edward Smith.
1872.....	Rochester	*
1873.....	Saratoga and Utica	O. F. Stiles.
1874.....	Syracuse	Edwin McMath.
1875.....	Rochester	Edwin McMath.
1876.....	Watkins.....	Edwin McMath.
1877.....	Albany	Edwin McMath.
1878.....	Utica	Andrew McMillan.
1879.....	Ithaca.....	Andrew McMillan.
1879.....	Auburn	Sidney G. Cooke.
1880.....	Utica	Sidney G. Cooke.
1882.....	Albany	George V. Chapin.
1883.....	Little Falls	Edward Wait.
1884.....	Rochester.....	George F. Crumby.
1885.....	Utica	J. Joel Crandall.
1886.....	Ithaca.....	Edward C. Delano.
1887.....	Syracuse.....	Jared Sandford.
1888.....	Binghamton.....	Charles E. White.
1889.....	New York	James L. Lusk.
1889.....	Cortland	Ezra B. Knapp.
1891.....	Batavia	Emmons J. Swift.

* It is impossible at present to supply these names. Any person who can do so will confer a favor by forwarding them.

COUNCIL OF SUPERINTENDENTS.

YEAR.	Place.	President.
1883.....	Syracuse	Edward Smith.
1884.....	Albany	Charles W. Cole.
1885.....	Auburn	David Beattie.
1886.....	Binghamton	L. C. Foster.
1887.....	Rochester	Charles E. Gorton.
1888.....	Utica	B. B. Snow.
1889.....	Albany	David Beattie.

CONFERENCES OF ASSOCIATED ACADEMIC PRINCIPALS.

YEAR.	Place.	President.
1885.....	Syracuse	George R. Cutting.
1886.....	Syracuse	George R. Cutting.
1887.....	Syracuse	George R. Cutting.
1888.....	Syracuse	C. T. R. Smith.
1889.....	Syracuse	C. T. R. Smith.

COMMENDATION AND THANKS.

Dr. E. H. Cook moved: First, To commend the good judgment of the executive committee in inviting Judge Draper to address the association; Second, That the thanks of the association be extended to Superintendent Draper for his able and instructive address.

Unanimously carried.

WEDNESDAY MORNING, JULY 9.

Business Meeting.

AMENDMENTS TO CONSTITUTION.

Dr. James M. Milne, of the executive committee, submitted the following which, with one exception, on motion, were adopted:

Amendment to article 7 of the constitution, providing that the three members of the finance committee shall be taken from the executive committee.

Addition to article 11, providing that at the annual meeting of the executive committee, in Albany, the appropriation of the maximum amounts for each department shall be made.

Resolution for the appointment of a committee on literature, to consist of three members, one to be taken from the executive committee, whose duty it shall be to prepare lists of books suitable for children, to revise current juvenile works, etc.

Amendment to article 12 of the constitution, respecting the permanent membership of the association. That the annual dues for men shall be one dollar each, and for women fifty cents, and that life memberships shall be, for men, ten dollars each, and for women, five dollars; that the fiscal year shall end December thirty-one of each year; that the annual dues, then payable in advance, shall be, for men, two dollars, and for women, one dollar; and that subsequently the annual dues shall be, for men, one dollar, and for women, fifty cents.

Upon the foregoing, considerable discussion arose, the result being that, on motion, the question was divided. The proposition to have the fiscal year end December thirty-first, and of paying the annual dues in advance, was lost, as was the subsequent motion respecting the amount of the annual dues.

RECIPROCITY.

President Gunnison reported that President Littlefield, of the American Institute of Instruction, had urged the members of that body to become members of the State Teachers' Association, and President Gunnison recommended that reciprocal action be taken by the members of the State Teachers' Association.

PERSONAL.

Secretary A. W. Morehouse rose to a question of privilege and declined to be considered a candidate for reelection, stating that eight years of service entitled him to the social privileges that other members of the association enjoy.

On motion of Dr. Charles Verrill, the following resolution was offered, and, after having been heartily seconded by Dr. E. H. Cook, was unanimously adopted:

Resolved, That the most hearty thanks of this association are hereby tendered to Professor A. W. Morehouse for work as secretary for the past eight years; for his kindness and courtesy to the members and friends, the association gives him most hearty thanks.

REPORT OF COMMITTEE ON EXHIBITS.

Professor John Kennedy, from the committee appointed to examine the exhibits of school work, presented the following report which was adopted and ordered printed with proceedings.

The committee appointed to inspect the exhibit of school work beg leave to make the following report :

We have been favorably impressed with the quantity and quality of the work on exhibition. The following places and institutions are represented by their work : Brooklyn, Kingston, Rochester, Malone, Hudson, Little Falls, Herkimer, Cohoes, Corning, Saratoga, Utica, Watertown, Ogdensburgh, Syracuse, Ballston, Canandaigua, Ovid, Richfield Springs, the New York College for the Training of Teachers, the Mechanics' Institute of Rochester, the Potsdam Normal School, and the Prang normal classes.

The exhibit consists mainly of drawing and modeling, with the drawing applied to construction and decoration, and embodied in paper-cutting, needle-work and wood-work.

The exhibit seems an honest one designed to present the actual work of the school-room together with its grinding purposes, rather than to make mere display. The work on exhibition is the actual work of the pupils done in regular course, and not specially prepared for the occasion. The matter is almost without exception selected to illustrate the workings and fruitage of an educational plan. It is extended far enough to show the progress of a pupil from the first crude efforts to a fair degree of skill in free-hand drawing, and wide enough to show the average work of pupils working under the same conditions.

The exhibit is mainly from primary and grammar grades, and largely the work of a single year, though the Mechanics' Institute of Rochester and the New York College for the Training of Teachers have an exhibit of high school work, and the latter institution has also an exhibit of kindergarten work, and home-made apparatus for simple experiments in science.

Your committee see in this exhibit, evidences of a wide-spread movement going forward under intelligent direction, and having in view most beneficent ends. We think that the general activity in drawing, and its kindred applications is largely due to the efforts made by Superintendent Draper within the past two years. Through the institutes he has given to all the teachers of the State, special instruction in drawing, and the fruitage of this wise provision is beginning to appear. We doubt not that the association and the public will join with us heartily in making this acknowledgment of an enterprise wisely conceived and vigorously directed. The industrial as well as the educational value of such work can not be over-

estimated. The manual skill and skill in decorations resulting from this line of instruction and training will prove a powerful protection to American labor in its competition with the labor of the world.

We notice with pleasure that the greater part of the primary work is free-hand drawing. This is as it should be, as all must acknowledge that free-hand work has a greater educational value than instrumental work.

With regard to the use of color in connection with decoration, (and particularly in the paper-cutting), we would caution teachers to be very judicious in the selections of the combinations of colors.

Your committee recommend that the exhibition of school work be encouraged and be made a permanent feature of the association.

JOHN KENNEDY,
AUGUSTA L. BALCH,
ELLA L. RICHARDSON,
WM. P. HESS,
Special Committee on Exhibit.

On motion of Professor H. R. Sanford, the report of the committee on necrology, prepared by C. W. Bardeen, of Syracuse, was received and ordered printed in the proceedings.

REPORT OF THE COMMITTEE ON NECROLOGY.

C. W. Bardeen, Syracuse, N. Y., Chairman.

Before the schools had reopened after the last meeting of this association, the teachers of the State were startled by news of the death, on August twenty-eighth, of Edward P. Waterbury, since 1882 principal of the State Normal School at Albany.

He was graduated from this school in 1849; had taught mathematics three and one-half years in Fergusonville Academy; had been principal of school No. 3 of Hudson for four years; had been professor of English in Albany Academy thirteen years, and had been agent of the Massachusetts Mutual Life Insurance Company fourteen years, at the same time giving private instruction. He was trustee of the Albany Academy, and when elected principal was a member of the executive committee of the State Normal School. Those who heard him speak at the convocation in July noticed that he looked pale and older than a year ago, but his death was sudden, resulting from a complication of diseases.

Of other principals in service, Henry A. Gaylord, of the Union Academy of Belleville, died March eleventh. He was born in Jefferson, N. Y., July 10, 1845, and prepared for college at Cooperstown. In 1868 he entered Amherst, and graduated in 1872. The next fall he entered upon his chosen work as teacher at New Paltz, where he remained one year. He was next called to Union Academy, as assistant principal, which position he occupied till February, 1879, when he was obliged to resign on account of his mother's death. After that time he was called upon to fill a vacancy as principal of Union Academy, and in 1884 he was regularly employed in that position, which he held at the time of his death.

Ansel Eddy Kinne, principal of Madison School, Syracuse, died December sixteenth of heart failure, following an attack of "*la grippe*."

He was born in Dewitt, May 17, 1820, graduated from Cazenovia Seminary, taught in a district school and in Syracuse, and during the war went to Florida in the employ of the government. Returning to Syracuse he became principal of the Putnam School, until seventeen years ago when he was transferred to Madison School. He taught until the day but one before his death.

Mr. Kinne was pronouncedly a good man, of kind heart, cheerful voice, brisk, energetic, encouraging manner. How his scholars liked him may be judged from the fact that, by the afternoon of the day he died, they had of their own accord gathered and brought forty dollars to be expended in flowers for his funeral.

Elisha H. Earl, principal of the Morristown Union School, died September twenty-ninth, aged 25, of typhoid fever.

Of former principals, our most serious loss is that of John P. Griffin, who died April twenty-first, in Syracuse.

He was born in Vernon January 7, 1821, and after preparation at Fairfield Seminary, graduated from Wesleyan University in 1848. For two years he was a teacher in Fairfield Seminary, and for three years more its principal. After three years in Bloomfield Institute, New Jersey, he became in 1856 principal in Falley Seminary, which position he held for thirteen years. This was his great work, and hundreds of good men and women are always glad to acknowledge the inspiration he gave them when they were students there.

After a year of travel, Mr. Griffin became in 1870 registrar and business manager of Syracuse University, and in 1875 he was made business manager of the *Northern Christian Advocate*, which position he held at the time of his death. Indeed, he was at the office to within five days of his death.

He was a man of unusual business ability, of unimpeachable integrity, of a cheerful disposition and of a warm heart, and he has gone to meet the reward of a faithful life.

Edward S. Hall died in South Norwalk, Conn., aged 39, of typhoid fever.

He graduated from Amherst in 1871, was for a time associate principal of Canandaigua Academy, from 1876 to 1884 was principal of the Huntington Union School, and from 1884 to 1887 superintendent of schools in South Norwalk, Conn. He then became field superintendent of the American Missionary Association, which position he held at the time of his death.

President Joseph R. Cummings of the Northwestern University, who died in May, was for a time a New York principal.

He was born March 3, 1817, at Falmouth, Me.; paid his way through the Maine Wesleyan Seminary by his own labor; entered Wesleyan University, Middletown, Conn., in 1836; was graduated in 1840, having in the meantime discharged the duties of a teacher in the high school of Augusta, Me. After graduation he became teacher of mathematics in Amenia Seminary, N. Y., of which he was principal from 1843 to 1846. In 1853 he was chosen president of Genesee College at Lima, N. Y. He resigned this post in 1858, and became president of Wesleyan University, holding that office till 1875, when he retired and became professor of mental philosophy and political economy. In 1881 he was called to the Northwestern as its chief executive officer.

Amasa J. Parker, who died May thirteenth, had held important educational positions in this State.

He was born June 2, 1807, at Sharon, Conn., but came with his parents to this State when 9 years of age. He received his degree at Union College in 1825. At 16 he was chosen principal of the academy in the city of Hudson, retaining the position four years. He was admitted to the bar in 1828, was elected to the Legislature in 1833, and in 1835 was elected a Regent of the University of State of New York, being the youngest person ever given that distinction. He was one of the founders of the Albany Law school and for twenty years was one of its professors.

Melville J. Morse, who died in Watertown, August thirty-first, aged 40, was born in Watertown, was educated at the Watertown high school and at Dartmouth College, and graduated from Cornell in 1871. He taught first near home in Rutland and in Carthage, and then in Corunna, Mich. Returning to this State in 1885, he was for two years principal of the school in Angola, and for the next two years of that in Mayville.

John Francis Kendall, D. D., who died in Baldwinsville, August tenth, aged 57, of apoplexy, was from 1855 to 1857 principal of Pompey Academy.

M. H. Fitts, who died at Santa Rosa, Cal., July fifteenth, aged 81, was from 1870 to 1876 principal of Gouverneur Wesleyan Seminary.

Eber Lane, who died in Brooklyn suddenly on January thirtieth, aged 76, was a former principal of the Nyack Union School.

L. W. Barrett, who died March twenty-fifth, in Albany, had been principal of the school at Fort Ann; and George W. Gibby, who died March twenty-fourth, near Portville, had been principal of the union school at Ellicottville till forced by ill health to resign.

Among women teachers we have to record the death of Laura A. Walker, formerly a teacher in Middletown, by typhoid fever, at East Syracuse, July eighth; on August eighteenth of Mrs. Genevieve M. Allen, preceptress of the union school at Medina, and for twenty-four years a teacher; on November seventeenth, in Elmira, of Mrs. Fanny Van Wagenen, who as Miss Fanny Yost, was for seven years a teacher in the schools at Dunkirk; on December fifth, of Mrs. Ray A. Reeves, aged 36, formerly as Miss Ray A. Campbell, principal of school No. 3, Yonkers; on March eighth of Nellie A. Gillette, appointed critic teacher at the Cortland Normal; on March seventeenth, at South Alabama, of Emily G. Prall, aged 62, principal of Rural Seminary and a teacher for forty-five years; and March thirtieth, at Little Falls, of Ella May Burton, aged 28, an Oswego graduate and teacher in the Church street school.

Of former school commissioners we have to record the deaths of Saxon Smith, Putman county, March thirteenth; and of Harrison Burgess, Madison county, April fifteenth.

The colleges of the State have suffered by the deaths of their two oldest and strongest presidents.

On January sixth, Ebenezer Dodge, D. D., LL. D., died at Hamilton, of peritonitis. He was born in Salem, Mass., April 11, 1819, grandson of a soldier at Bunker Hill, and graduated from Brown University in 1840. After teaching for two years in Shelburne Falls Academy, he entered the Newton Theological Institute, graduating in 1845. He taught Hebrew

at Covington, Ky., for one year, preached at New Hampton and New London, N. H., for seven years, and 1853 came to Hamilton as professor, where he had since remained, in spite of offers from Rochester and Newton in 1858, and from Newton again in 1867. In 1858-59 he studied theology at Halle, Göttingen and Berlin. In 1868 he was made president of Madison University, and in 1871 of Hamilton Theological Seminary.

Dr. Dodge was a great man. His profound scholarship, his sincere love for students, and their implicit trust in the integrity and purity of his nature, commanded their absolute confidence, so that his personal influence was remarkable. At the University Convocation, those of us in the habit of attending learned to listen attentively whenever he spoke. The State as well as the university has suffered a great loss in his death, and inherits a noble legacy in his memory.

Martin Brewer Anderson died February twenty-sixth, at Lake Helen, Florida.

He was born in Brunswick, Me., February 12, 1815, graduated from Waterville in 1840, and after a year of theology at Newton became tutor and professor at Waterville. In 1850 he resigned to become proprietor of the *New York Recorder*, a Baptist publication. Three years later he became president of the University of Rochester, which position he held until the last commencement. He was much the most eminent college-president the State has known, less of a scholar and of a close reasoner than Dr. Dodge, but remarkable for breadth of view and personal influence over his students. His subjects were psychology and political economy, and his teaching tended especially toward cultivation for the duties of manhood and citizenship. His lectures were of a kind to let his students see the world as a man of breadth and culture sees it. A student might graduate from Rochester and still be small-minded, but at least he must have discovered that he was small-minded.

On July eleventh, Alexander F. Parker, assistant professor of physics in Columbia College, was fatally injured by an accident. He was riding on top of a freight car, and was knocked off by a bridge.

Abby W. Goodwin, professor of Latin in Vassar College, and for seventeen years a teacher there, died in Poughkeepsie, April twenty-third.

Ransom Bethune Welch died June twenty-ninth, aged 65, at Healing Springs, Va. He was professor of logic, rhetoric and English literature in Union College from 1860 to 1876, and had since held the chair of Christian theology in the Auburn Seminary.

The University of the State of New York lost its official head in the sudden death, on January first, of Henry R. Pierson, LL. D. He was born in Montgomery county, graduated from Union College in 1846, studied law in Cherry Valley, and practiced in New York City. From 1849 to 1869 he resided in Brooklyn, and then went to Chicago as financial agent of the Chicago and Northwestern railroad. In 1871 he took up his residence in Albany, and became engaged in railroad and banking enterprises. He became a member of the Board of Regents in 1872, vice-chancellor in 1878, and chancellor in 1881.

Three of the deaths of the year are of men prominently identified with the school history of the State.

On July fifth Charles W. Sanders died in New York City. He was born in Newport, March 25, 1805, and nine years later moved

with his family to Homer. He finished school at 14, and became a teacher. At 24 he was made inspector of schools. At 31 he began to compile a speller and readers, and most of the lessons in the first three readers were from his own pen. Between 1838 and 1860, some 13,000,000 of his readers were sold. They were translated into German and into Spanish, and in 1839 his copyright was \$30,000 a year. He compiled also a series of music books, and himself taught music; indeed, he was himself Adelina Patti's first music teacher, and she sang for the first time in public under his direction. He was a founder of the State Teachers' Association, and sent a letter of regret that he could not be present at the Brooklyn meeting last year.

The following tribute from the Omaha *Herald* will have significance for most of our readers:

Charles W. Sanders is dead. Don't know him? Nonsense! Sanders has made you weep, he has made you laugh, he has kept you from your play, he has helped you to knock some ideas into that stupid head of yours. It is base ingratitude to say that you do not know Sanders. Think back a little. There was the First, and the Second, and the Third, and the Fourth, and the Fifth readers, and they took you from the time you were 6 till you were 16 to get through them, and Sanders' name was at the head of every page. How would one have known anything about the boy who saved the dykes of Holland, or the little match girl, or the bad boy who would not give to his sister a drink of cold water on the night before she passed over the silent river, or the industrious boy who picked red raspberries, and took up the mortgage on his widowed mother's house, if it had not been for Sanders? How few would be able to repeat, "Sister, thou wast mild and lovely," if it had not been for this same benefactor; or which of you all could have told anything sensible or rhythmical about the "Battle of Blenheim," or "The breaking waves dashed high," etc., but for Sanders.

"The rose had been washed, lately washed in a shower, which Mary to Anna conveyed," Sanders told us—with the assistance of Cowper. And did Sanders hint that it was the shower that Mary conveyed to Anna, considered from a grammatical standpoint? He did not. He showed himself a man who could be trusted. He had ideas, too, about the functions of the imagination. He thought the imagination should be awakened. What, therefore, did he do? Print a thing like Hawthorne's "Snow Maiden," or some sweet fantasia of Hans Anderson? Not at all. He printed stories in which violets conversed fluently with oaks, and grasshoppers were entertained by humming birds. He meant to give milk to babes. Then there were those select stunners of the Fifth reader—"jewels five words long, which on the stretched forefinger of all time glitter forever." There were words that it was a positive gymnastic exercise to pronounce, and which were looked upon with such awe that they were carefully avoided during the remainder of life. There were moral sentiments so high that even a Chautauquan could not object to them, and general directions for climbing the hill of science and the rungs of the ladder of fame, that have been indelibly stamped upon the memory.

And Sanders is dead—that guide, philosopher and friend. What if he made hot tears flow over his obstinate spelling pages, and caused

the impatient blood to surge to the head on dread examination days? It is all forgiven and forgotten. He was a close companion and a safe one for many years. His methods are obsolete now, and the schools have learned a trick or two since then, but he was the first to venture to entertain while he instructed, and a great debt of gratitude is due him.

On September eighteenth Benjamin W. Dwight died at Clinton.

He was born in New Haven, Conn., April 5, 1816; was graduated at Hamilton College in 1835, and at Yale Theological Seminary in 1838. He was tutor in Hamilton College in 1839-42, founded the First Congregational church at Joliet, Ill., in 1844, but gave up pastoral work on account of failing health, and established a private school in Brooklyn. In 1858 he removed to Clinton, and in May of that year opened Dwight's Rural High School in that village, being its principal and proprietor, with Rev. David A. Holbrook and Henry P. Bristol as associates. The school building, which was expensive in those days, having cost \$3,000, was large and showy. The school opened with nine boarders and eighteen day scholars, and rose when at its greatest height to over eighty pupils, some fifty-three of them being boarders. In the spring of 1863 Dr. Dwight went to New York and opened a school there, leaving the Clinton school in the hands of Rev. Mr. Holbrook, who, after two years, resigned the charge to Ambrose P. Kelsey. In April, 1865, after having been only a few months under the care of the latter, the buildings were destroyed by fire.

In 1867 Rev. Dr. Dwight returned to Clinton and devoted himself to literary work, having educated over 2,000 pupils. For five months in 1872, he was editor of the *Chicago Interior*. Among his works published are "Higher Christian Education" and "Higher Culture of Woman."

On January eighteenth, John Orville Taylor died in New Brunswick, N. J. He was born in Charlton, May 14, 1807, fitted at the academy at Cherry Valley, and graduated from Union College in 1830, and studied law in New Haven. About this time James Wadsworth, of Genesee, offered a prize for the best essay on school teaching, and Mr. Taylor offered in competition an essay called "The District School, or National Education." The committee thought it hardly up to the standard required, but decided to give him the prize, and it was published at Mr. Wadsworth's expense. Mr. Taylor received \$1,000 for the copyright, and the preface to the third edition (1835) states that 3,000 copies were sold within four months of its appearance. The Regents recommended its use as a reading book in teachers' seminaries, "for the double purpose of improvement in the English language, and for becoming familiar with the most improved mode of instruction, and the best rules of school government." This edition is entirely re-written, and chapters 7 and 19 are added. It is a 16mo of 296 pages.

Becoming thus identified with the cause of education, Mr. Taylor removed to Albany, and in June, 1836, issued 50,000 copies of the *Common School Assistant*, an eight-page folio eight and one-half by ten and one-half inches. He had the patronage of Mr. Wadsworth, George Marcy, Gideon Hawley, and other men of this stamp, and of the eleven numbers ending with November of that year, printed altogether 410,000 copies, or an average of over 37,000 copies a month. Subscriptions in sums as high as \$100 came in to encourage distribu-

tion of the paper, and it secured the beginning of an awakening in education.

It was in the July number of this year that the first call appeared for a "Convention of Common School Teachers," at Albany September 30, 1836. Here is the notice:

"Convention of Common School Teachers."

"The common school teachers of the State of New York are respectfully invited to meet in the Capitol at Albany, on the twentieth of September next, at 12 o'clock. As it is known that this convention is called for the purpose of increasing the pay and influence of those engaged in this arduous and honorable profession, there will be a full and general attendance. Teachers from every town in the State are expected."

A report of the meeting is given in the October number, wherein it appears that Mr. Taylor called the meeting to order and was made president. There were 140 present, and their principal work seemed to be to recommend the *Assistant*, and the "Common School Depository" he had established at Albany, and from which he sold during the year 7,000 volumes.

In the number for May, 1837, appears a call by a committee named "at a convention of teachers and friends of education held at Albany on the eighteenth of February last," for an assembly of "The Friends of Education in the State of New York," to meet at Utica, May eleventh, but we do not find a report given.

In March, 1837, Mr. Taylor announces that an "American Common School Union" conducted by him has been opened in New York city, "for the purpose of furnishing a central depository where can be seen and purchased whatever relates to the improvement of schools, and to the diffusion of useful knowledge." A series of books was published that included eventually Town's Spelling Book and Analysis, McVickar's Political Economy, Taylor's Farmer's School Book, Wilson's Civil Polity and Political Economy, Mrs. Jane Taylor's Girl's School Book and Physiology for Children, Mrs. Sigourney's Girl's Reading Book and Boy's Reading Book, Mather's Geology, Lee's Physiology, Beattie's Arithmetic, Taylor's District School, Burton's District School as it Was, Wittich's Essay on the Method of Teaching in Prussian Schools, Lord Brougham on Education, and several anonymous books, as Prussian and New York School Systems Compared, Satirical Hits on the People's Education, etc.

In the April number appears the constitution of the "American Common School Society," of which Albert Gallatin was president and Mr. Taylor secretary. Five hundred dollars constituted a man a director, and, as twenty-eight names are given, the society seems to have had financial footing. Its purpose was to improve and extend public schools by publishing a cheap monthly paper [manifestly the *Assistant*], offer premiums for school books, etc.

With the number for May, 1838, was sent out plans for a "Model School House," which is truly a wonder to behold, and a "Common School Almanac" at two dollars a hundred is promised, but nowhere described as appearing.

Mr. Taylor prepared and delivered in a series of towns three "Lectures on Education," which were published separately by the society in thirty-two-page pamphlets. The "Second Lecture" as printed, gives on the back "As Some School-houses Look" and "As a School-house Should Look," taken from the *Assistant*, and the "Third

Lecture" gives a picture of half a dozen boys on a seat with no back or foot-rest, a teacher in a silk hat and swallow-tail coat chopping wood for the school-house "at ten dollars a month and board round," a tin-peddler crying out "I kept school a while, but it's not respectable enough," etc. These, with some of the cuts in the *Assistant*, give an idea of the pictorial art of the day, the *Puck* of 1840.

In the September number is found an account of a meeting held at Saratoga in August, 1838, and in February, 1839, the society offered \$100 for the best essay on "The Qualification of a Teacher in Primary Schools, and the Most Efficient Mode of Discharging his Duties."

But the prize seems never to have been awarded. At the end of the fourth volume it was announced that the *Assistant* would be doubled in size and in price (formerly fifty cents), and four such numbers were issued. But the number for April, 1840, is the last we have seen, and the society seems to have disappeared also. The *District School Journal* had already been started at Geneva, the first number dated March twenty-fifth, and to this the patronage of the State Superintendent (John C. Spencer) was given.

Meantime Mr. Taylor was "professor of popular education in the University of the City of New York." In February, 1839, he announces that on May first he will "commence his course of instruction to a class of young gentlemen and ladies who may wish to make a better preparation for the profession of teaching." There were to be a recitation and a lecture each day for six months, the tuition was to cost ten dollars, the books (from the depository, we may be sure) eight dollars, and board and washing three dollars a week, or half that if pupils board themselves. He adds: "The class of fifty which went through this course last summer are now receiving on an average thirty dollars per month and board for teaching." Indeed, from a quotation published in October, 1838, it seems he guaranteed positions at better pay to all his pupils, and, in fact, he conducted a sort of teachers' agency, as appears from this notice in October, 1839:

"To Teachers and Schools.

"Teachers can be informed of vacant schools by applying at our office; and schools desiring teachers can always be supplied by applying as above. Schools should always state the wages, etc., they are able to offer."

But his efforts were too scattered to be successful, and, after lecturing in many parts of the Union, he abandoned his work as a reformer, to enter regular mercantile business of another kind. He was unsuccessful and retired to New Brunswick, where he had since lived in retirement so absolute that we had never heard his name mentioned as that of a living person. A short biography, full of errors, with some account of the society, appeared in Barnard's *Journal* for June, 1865.

WHAT SHALL OUR CHILDREN READ?

Report of special committee on reading, appointed in 1889, presented by Professor George E. Hardy, of New York.

"Sublimest danger over which none weeps,
When any young wayfaring soul goes forth
Alone, unconscious of the perilous road,
The day sun dazzling in his limpid eyes,
To thrust his way, he an alien, through
The world of books.!"

Mrs. BROWNING.

At the meeting of the New York State Teachers' Association, held in Brooklyn, July, 1889, a special committee was appointed to report on a plan which would enable the association to offer some effective resistance to the increasing supply of worthless and vicious publications which at the present time threaten to demoralize our children completely. The question is a serious one; its great importance is shown by the fact that it is pressing aside every other question discussed by teachers. Its discussion embraces not only the subject of mental culture, but also the entire moral and spiritual training that our schools, as at present constituted, can give. Always a fruitful theme with parents and educators, it is a subject on which much has been written, and many valuable suggestions put forth; yet the practical results thus far have been meager and few. Every effort made by teachers to check the growing evil has been at best but spasmodic and short-lived; so that to-day we are apparently as far as ever from any satisfactory solution of the problem. After a careful consideration of the subject your committee, in the belief that many of the existing evils can be squarely met and, in a measure, successfully combated, begs leave to submit the following report, which embraces the results of its investigations, and embodies certain recommendations which, it is to be hoped, will meet with favorable action on the part of this association.

An elaborate presentation of the evils resulting from the reading of trashy literature by children is scarcely needed. No thoughtful observer at all familiar with the worthless reading matter prepared especially for our young folks, can witness its wide-spread distribution without a feeling of profound melancholy for the little ones whose minds and souls are so ruthlessly destroyed. With the spread of popular education there has been a consequent multiplication of the means of printing and circulating this improper literature, till at present there exists no more potent factor of mental and moral degradation than the desultory, undirected and unrestrained reading by the young. It was the contemplation of the enormous multiplicity of what the Positivist philosopher, Frederic Harrison, has called the "poisonous inhalations of mere literary garbage and bad men's worst thoughts," that drove him to exclaim that he "could almost reckon the printing press as amongst the scourges of mankind." This state of affairs is so well known to all of us that there is no need to dwell longer upon the unpleasant picture.

The two points to which your committee desires to call the attention of the association, are: 1. The extent and nature of our opportunities, as teachers, to direct and control the supply of reading matter for children, and thus to secure that indispensable element in education, the cultivation of a sound literary taste from the very beginning of school life; and 2, our utter and complete failure, both as individuals and associations, properly to utilize our unrivaled opportunities for doing such work. Furthermore, it is the deliberate judgment of your committee that there are two ways of successfully combating the evil, the one being the complement of the other. The first and most effective way depends upon the intelligent efforts of the individual teacher, while the other is preëminently the province of this association. The former of these two ways will be considered first, and at some length.

The extent to which the school absorbs the time and attention of the child is a thing worth noting in our American life. Of late years the introduction of the kindergarten, the extension of the school curriculum, the compulsory attendance law, and the divers other demands of modern educational legislation, have all tended to send the child to school at an earlier age than was formerly the custom, to lengthen his stay while there, and to reduce his family life to a minimum. Nowadays it is no uncommon thing for a parent to take his four-year-old child to school, and surrender him to its keeping for ten years or more. During these years—the most plastic period of human life—the school requires the child to be in almost daily attendance for the best part of each day, besides occupying many of the remaining hours in the preparation of home-lessons. The requirements of such an extensive and continuous force must profoundly modify the family life. The responsibility of the school in disorganizing the life of the family affects the adult members as well, compelling them often to conform very largely to its demands in the arrangement of their time and the manner of their living. Moreover, every year witnesses a steady absorption on the part of the school of functions formerly belonging to other agencies; the family, the church, the shop, in turn, are despoiled in order that the school may expand. Commenting on this state of affairs, an able American writer has said: "The school is becoming the American temple; it borrows from the church and the family, leaving one dry and the other weakened."

In view of the great and increasing control which it exercises over the millions of children who daily throng its halls, it is idle to deny that the school is, and must be, held responsible to a very considerable extent for the present, as also for the future conduct of its pupils and graduates. And in the consideration of this question, it must never be lost sight of that the end of all education is ethical, rather than utilitarian; that is to say, the legitimate work of the school should be the formation of character, plus as much mental culture as may be possible.

The scheme of study in our modern public school offers many incidental aids to character-building; but in only one of its subjects, the reading lesson, does it permit the teacher to face the problem squarely. From a survey of the courses at present pursued and the work actually done in reading, one must conclude that the work of the school in this subject is confined simply to teaching the child the art of reading; and yet no student of contemporary thought holds any longer to the view that in doing this the whole work of the school is done. If a knowledge of the alphabet necessarily carried with it any moral improvement, then there could be no dispute that in teaching the child to read, the school had done a great work. But such a view is no longer tenable; and as modern civilization in its contemporary literature offers to those who read abundant opportunities for mental and moral degradation, the conclusion is inevitable that in teaching a child simply how to read, without attempting to develop in him the taste for good reading, the work of the school has been fatally incomplete. Listen to what Professor Stanley Hall has to say on this point: "The school has no right to teach how to

read, without doing much more than it now does to direct the taste and confirm the habit of reading what is good rather than what is bad."

It is but the recognition of a simple truth when we say that thus far our elementary educational work has failed in directing and cultivating either the literary or æsthetic tastes of the child; and with the systems at present in use, and the readers ordinarily found in the hands of our pupils, the school must continue to fail in confirming "the habit of reading what is good rather than what is evil." For, in the judgment of your committee, it is only in the child's reading of literature, not as a formal study, but as a series of conscious and pleasurable impressions, that the taste can be cultivated, the imagination properly trained, and the power of discriminating between good and evil acquired. It is no exaggeration to say that to-day the ordinary public-school course leaves the child without literary taste or ambition, misses the very idea of mental culture, and thus robs him of much of the happiness of life.

But the measure of our failure and of our children's loss is even greater than this. To the statement dwelt on so persistently, that our elementary school-work disciplines the intellect, no one in fairness can say nay; but the testimony of a generation has proven that of itself it has failed to form character. And when we bear in mind that in the proper teaching of literature the mind and soul of the child are developed by "opening to them a perception of the beautiful in form and the ideal in thought and life," the failure to utilize this means of training the higher faculties of children must be regarded as a menace to any future success in the work of formation of character. Here is the testimony of Professor Laurie, of the University of Edinburgh, on this vital point: "It is precisely because it contributes so powerfully to the good life, the noble life, the true life, that I beg the teacher to take possession of literature as the most potent of all ethical influences at every stage." As our public schools are at present constituted, it is only in this ethical teaching of literature that any opportunity is offered which enables us to take hold of the spiritual side of the child's life and cultivate it; when this opportunity is so continually neglected, the one spiritualizing factor in disposing the minds of our public-school boys and girls toward the contemplation of the higher life is ignored and wasted.

America is a nation of readers; but an examination of the news-stands, the book-stores and the circulating libraries will show that when the majority of our people read anything beyond the periodicals and the newspapers, nine-tenths of what they read is simply trash. Worthless literature is the curse of the child's intellect and the bane of the child's morals, yet it has the market; and its wide-spread distribution and rapid sale are striking testimony alike to the deterioration of the popular taste, and to our defective scheme of elementary education.

This low and morbid condition of the popular taste, this unwholesome passion of reading for the mere sake of reading, this omnivorous devouring of everything and anything, this mental dissipation to which our schools have given the impetus, have called forth from the professor of psychology and pedagogics in one of our most conservative American universities the striking statement that he has "almost

come to the opinion that many of our youths would develop into better health, stauncher virtue, possibly better citizenship and a culture in every way more pedagogic and solid, had they not been taught to read."

A retrospective glance at our various schemes of reading and reading-books may offer some solution for this perverted state of things. In teaching a child to read, it has been customary to mark two divisions in the process. In the first of these, the child is occupied altogether with learning the printed characters and the typographical appearance of familiar words and phrases. For this reason the vocabularies of the primer and first reader were confined to the range of words already familiar to children of five or six years of age. These books were not designed to give information, and were only to a limited degree interesting. In the second reader the next division was gradually reached, in which the book now became the means of extending the child's vocabulary, and of converting his ability to read into a source of pleasure to himself. In the remaining books of the series, these ends were continued on a more extensive scale and enlarged, usually by the addition of certain rhetorical and elocutionary exercises. In the course of time a disposition to subordinate these ends of the reading lesson to a mere elocutionary drill became manifest, till, finally, the degradation of the reading hour was completed when the volume known as the "School Speaker" was made the culmination of the series of reading books.

After a while, the growing dissatisfaction of teachers with the old-fashioned text-books generally, the extension of oral lessons and of science and natural history teaching, and the dominating influence of the utilitarian in education brought into existence the modern encyclopædic reader, in which the various lessons were ingeniously designed to be made the vehicles for imparting all sorts of information on all sorts of subjects "that hapless children ought to know." Of late years there has been a gratifying and widespread distrust of the effectiveness of this phase of "bread and butter" reading, and a growing conviction that the end of our reading-books, once the art of reading has been acquired, "is the development of a living appreciation of good literature, and the habit of reading it rather than bad."

Starting with this idea, it is easy to see that the next departure in the making of readers would be to turn to account some of the treasures of English literature. And so, indeed, it was; but in the doing of this there has been a curious want of effect, which has resulted in the belief with many that recourse to the great authors has not proven the way out of the wilderness. The pioneers of the new departure have given the results of their labors chiefly in the form of supplementary readers, which, as a rule, present the complete work, more or less annotated, of one or the other of the great masters of literature. But as the standard authors, no matter what their theme, wrote for men and women, and not for children, it has been generally felt that in these readers the child is frequently called upon to read that which is beyond his experience. And since in many of these works there is much that can be understood only by those knowing the passions of the human heart, views and sentiments are often set forth therein which are most dangerous to present to the inexperienced mind and soul of the child.

Recognizing the great force of these and similar objections, many book-makers have tried the experiment of presenting only those selections from authors which come within the comprehension of children. From the point of view of pure literature these volumes of selections have not always been happy; nor from a pedagogic standpoint can they be called successful, since they embody some of the worst features of the teaching of to-day, particularly in cultivating the vicious habit of promiscuous and desultory reading. A book of this kind, no matter how long the selections, must, from its very nature, be "scrappy" and incomplete. An author is introduced only to be dismissed with the briefest notice and the most meager selection from his works. This scattering process gives no opportunity for the formation of taste, and must leave behind something akin to literary and mental demoralization. It is the conviction of your committee that the failure consequent on the efforts to substitute literature in place of the unsatisfactory and trivial matter of our modern graded-to-death readers is the result solely of the means employed by those who have attempted to bring about this very desirable change. With the clearing away of most of the present educationally unsound methods, and the substitution, in their stead, of a correct principle of selection and adaptation of the recognized works of literature we shall have taken the first and most important step in overcoming the growing tendency of our children to weaken and corrupt their minds by the reading of unwholesome literary matter.

In support of this view your committee desires to present some of the arguments which have brought it to this conviction. Your committee feels that *the principle of absorption* must obtain with children, and throughout prove the main reliance; that in the elementary schools the reading of literature must have for its only end "the nutrition and training of mind and soul;" that the child must get acquainted with the standard works of literature by reading them, and not be reading idle chatter about them, so that he, "by ever dwelling on great thoughts, becomes like greatest men;" that the great masters of thought must be known, not by reading selections from their works and then leaving them, but *by a continuous reading of their works in course*; "that a single great book, read till the flavor is really caught, raises the level of the whole mental and moral character;" and, finally, that the ability "to read great books is a faculty to be acquired, not a natural gift."

It is true that our great works of literature were written mainly for adults; but, by the exercise of a wise pedagogic judgment and a nice literary taste, it is possible to adapt them, by compression, expurgation and pruning, so as to be able in almost all cases to find in them a complete, continuous and interesting narrative, virile and invigorating, containing all that is fascinating in trash without any of its deleterious qualities, abounding in romantic adventures, in startling experiences and in thrilling incidents; in short, the only sound and wholesome reading matter for children. These adaptations may be accompanied by special explanatory notes, but these should only be given when absolutely necessary to explain the text. Even where the statements at times are not immediately apprehended by the child, it is not always the part of wisdom to clear away the difficulties for him;

on the contrary, it is desirable that a child should be called on to read much that is not at first clear to him, and which can only become so after a careful re-reading and some reflection. In doing this for himself the child is experiencing a distinct mental growth. Sir Walter Scott's testimony from his own experience is strongly corroborative of this view: "I rather suspect that children derive impulses of a powerful and important kind, in hearing things which they can not entirely comprehend; and therefore to write down to children's understanding is a mistake."

Critical analysis, elaborate annotation, the study of style and the mischievous practice of paraphrasing, if done at all, are properly the work of the high school, and should have no place in our primary and grammar grades. In this scheme of educational adaptation it will be an exercise in thoughtful pedagogics to know where in literature to start in, and what to take next; especially is it necessary that the works of the great masters be reduced to an educational sequence, instead of being given to the child in the haphazard fashion of the customary series; nor will it be the least difficult part of this delicate educational work to establish the sequence of authors as well as of their books.

It may be objected here that with such a scheme the child will be confined to the reading of a relatively small number of books and authors. Far from being an objection, this will prove to be one of the greatest advantages of the plan. Mr. Ruskin says that "no book is serviceable until it has been read and re-read, and loved and loved again." The complete knowledge of one master-mind not only gives to its possessor a touchstone by which all literature can be tested, but it is in itself of infinitely more value as a training in literature than a smattering of many authors. The mediæval proverb, "*Timeo hominem unius libri*," tells the story tersely and well. Where is the teacher in this convention whose experience can not parallel the instances Professor Hall had in mind when he wrote that "widely read young people are almost always feebly educated"? By these and other means to be learned after a practical handling of the subject, your committee is convinced that it is possible, and at the same time practicable, so to concentrate, purge, and — within broader limits than are now accepted — grade the standard authors that it will be quite within our reach to introduce classic literature into the lowest classes of our elementary schools, and to extend their use upward in an unbroken series through the highest grammar grades.

Before much of this work can be successfully done, many pedagogically unsound prejudices must be removed, or outgrown. An end must be put to the present fetich-worship of what is called "the great wholes" of literature — what the cheap reprint libraries call "unchanged and unabridged editions." Those who claim that the great authors should be given in their entirety, or not at all, strangely overlook or are in ignorance of many things. They refuse to the child a privilege which they not infrequently and very sensibly accord themselves, namely, that of "skipping." They certainly will not deny that authors often fall below the level of their best work; that there is much even in what Mr. Ruskin calls "the books of all time" that is scarcely worth the while to read; that many writers are at times prolix,

not to say tedious; that the majority of authors have written too much, too hurriedly, and without careful revision. To expect that books written under such circumstances can be any better than the condition of the men who wrote them, is a piece of the curious superstition for the printed page which characterizes our nineteenth century.

In the educational world there is another tendency disclosing itself in the disposition to fence off and parcel out that glorious portion of the world's heritage, preëminently ours, the whole field of English literature. This is attempted by confining the reading of our school children to American literature and that alone, and is but one of the many phases of the heresy of "nationalism" which, strange to say, is showing its features so boldly in this the dawn of the twentieth century. Selfish and interested reasons are no doubt at the bottom of it; but, nevertheless, it should be sternly repressed as being petty, narrow, and, in the truest sense of the word, un-American, and as such insidiously opposed to the spirit of our democratic institutions.

With opportunities for thus reading the best of the world's literature under the guidance of a teacher who enters heart and soul into his work, there is little danger that the children of our schools will be long meshed in the toils of the slangy, debasing reading which is to-day so shamelessly hawked about as "juvenile literature." Then it may be possible for our children to come forth from our schools with "an education which, in itself, is an advancement in life," with an improved moral susceptibility and discernment and with a strength sufficient to resist the pressure of an evil world.

We come now to the second suggestion which your committee desires to make, and which it feels will prove a fitting complement to the work of the teacher in cultivating and developing the taste for right reading.

In these days of rapid multiplication of books it is idle on our part, if not ridiculous, to be forever saying to children: "Don't read this," and "Don't read that." This constantly increasing chorus of "don'ts" exasperates a child, as it does every one else, and, to our way of thinking, has often the effect of driving him inevitably to the very danger we would have him avoid. It is much more pleasing to him — and, as an expedient, certainly more successful — to say: "Do read this," instead of the rasping, "Don't read that." Children who can read must read, and they are, after all, so very dependent and imitative that they will read nine-tenths of the books we recommend to them; and, since it is not altogether in our power to destroy the glittering temptations which allure them to the reading of trash, we should increase and multiply our counsels and their opportunities for reading the best books. To start a child right in the matter of reading, to advise and mark out a course for him, to furnish him with carefully selected lists of interesting books of the right kind from which he is free to select his reading-matter, is to control at its source the stream which, surging and broadening below, can no longer be governed.

"*The choice of books* is really the choice of our education, of a moral and intellectual ideal." It should be the province and the privilege of a great teaching association like this to prepare lists of good books — books of fiction, history, travel, biography — so classified that the

busy teacher may be able to select at a glance desirable reading-matter for this or for that grade; to make reports and suggestions on the proper use of libraries, and the formation of school libraries, and a dozen other cognate subjects; to select, classify and group that portion of the literature of the year which may be available for the young. Many of these lists and reports could be printed, in the form of leaflets and circulars, at a trifling expense, and distributed among the teachers coming to our conventions, or scattered broadcast throughout our schools. Carefully prepared, these circulars would serve as reliable guides to countless teachers and parents who have neither the time nor the opportunity to get this information, while the books thus listed would be as manna from heaven to thousands of children in whom the spiritual life is being starved under the influence of that vicious literature "which, in itself, is an advancement in death."

Properly to perform this work, organized effort and permanency are needed. No passing committees, appointed from time to time in our usual haphazard fashion, can deal satisfactorily with this problem, the mightiest in its bearings and possible results that the association has to do with. Work such as is required in this direction can only be done by a permanent committee of this association, carefully made up of teachers qualified to do the work, and whose terms of office, like those of the members of the executive committee, should be continuous for a number of years. Impressed with the great need for work of this kind, and hoping that the association will recognize the necessity of immediate action, the executive committee have united with your special committee on reading in presenting the following resolution as an amendment to the by-laws of the New York State Teachers' Association:

Resolved, That a committee on literature, consisting of three members, one of whom shall be a member of the executive committee, be appointed by the president for a term of three years, and to be so arranged that one member will go out of office each year. To secure this the president shall at first appoint one member of the committee for the term of one year, one for a term of two years, and one for the full term of three years. The duties of this committee will be to prepare suitable lists of proper reading matter for children, to prepare and circulate leaflets on reading for the young, to review current juvenile works, and to aid in every way this association in its efforts to cultivate in our young people the taste for the reading of good literature.

Discussion of Report.

Edward Eggleston, of Lake George, opened the discussion. He said:

I have been accustomed all my life to have great interest in everything relating to educational matters. I will say that I do not know that in my time any note has been struck that indicates more the important line of development in the teachers, than the attention which this association is now paying to the question under discussion. I want to say before I go further, that as I came to the church this morning, the president of the association handed me this report of Principal Hardy. I am not acquainted with Principal Hardy and do not speak from any personal feeling when I say that I think it one of

the most admirable documents of the kind I have ever seen. I am going to take the report home and file it in my library.

One thing to be remembered is that a very considerable part of the children that go to the schools never learn anything substantially but reading and writing, and you know as well as I do, how very large a proportion of children drop out of the schools at a very early period, to whom the public schools mean nothing but the ability to read, and if you can call it writing, the ability to write. Now, it is sometimes a very grave question whether the ability to read is in itself an advantage to the child. Sometimes I question whether it is not a very serious disadvantage to the child. There have been boys who have gone to State prison because they could read. I mean by this, that they devoted themselves to simply reading sensational or criminal literature. There are always miserable, ten-penny writers who jump at every blood-and-thunder sensation they can get at, and more miserable publishers who ought to be hung if it were possible to execute men for doing something worse than murder.

One thing I would like you to remember is that the mere ability to read, that in merely putting this implement in the hands of a pupil, we are putting an implement into his hands with which he may carve his fortune or cut his throat, just as he chooses to do. Hitherto in education we have gone on simply discussing the illiteracy in the country. The mere discussion of illiteracy is not itself doing away with it. Among our colonial ancestors many of the men and women, the women in particular, could not read or write their names. I am not going to say that it is not important that people should be taught to read and write. I mean to say that they should be restrained from heedlessness in the use of it, and it is an admirable suggestion in the document you have before you that that restraint should not be in checking them so much in what they shall not read, as by placing in their hands something better, as by substitution.

I am set down this morning to read a paper. I told them a year ago that the most I could do was to speak on the question. What gives additional importance to this question is that the school library in the villages is likely to revive and become a free library. That will more or less be in the hands of the teachers, and it seems to me a fortunate thing. Judicious reading in the school library will become a most important element in our system of education if it is properly looked after. Manual training is good, drawing good, a multitude of other things good, but proper taste in reading is a better thing. What is the difference in a man of culture and another man? The difference lies in the taste that that man uses in the selection of his books. This is the only difference between what you would call a cultivated man and an uncultivated man. Now I can not go into anything very explicit, of course, in the matter of books. The world teems with all manner of sensational literature.

One thing I want to call your attention to. It is in your power to direct those more apt-minded children to the books that tend to make character. Ben Franklin was rather a restless, dissipated, wild chap in his boyhood. He did not promise much. He was in a general state of effervescence; but there was one book that got hold of him

and changed him and molded him, and that book was Cotton Mather's "Efforts to Do Good." That book is scarcely read now; it would not have any influence nowadays perhaps, but it touched this boy and molded him, and he set down a set of rules for himself, and every night he asked himself how much he had improved, and he made himself the greatest man in the world in the eighteenth century, largely due to the molding influence of that book that caught him at the right time. Now look further. That little autobiography of Franklin has done more to arouse and stimulate boys than any book perhaps that was ever published. I used to wish I was a poor boy as Franklin was, so I could get an education in the same way.

Not only in history, but equally in fiction, you will find books that make character. A book like George Macdonald's "Roland Banner-man's Boyhood," you can not read without wishing you were a better man; a boy can not read it and not wish he was a better boy. When I was a boy I was sensitive. I was ill. I was never expected to live from one year to another. I am afraid I had the name among my school-mates of being something of a cry-baby. There fell into my hands in the Sunday school a book that helped me, and that was "Robert Dawson, or a Brave Spirit." I remember that little book very clearly. I can remember how Robert, the poor boy in the story, took hardships, the way he took hardships and worked on. How he would cheer himself up when going for the cows in a hard, cold, driving rain-storm by saying, "Only one drop at a time, only one drop at a time." In all the hardships that came to me in my early manhood, and I went through my share of them, I always thought of Robert Dawson and the rain-storm; and I remember how many times I set my teeth together and said, like Robert Dawson, "It is only one drop at a time."

Some people lament that great men haven't many children. Scientific men say that the development of the individual seems, as a general rule, to prevent large families succeeding, and Shakespeare hasn't any descendants, they say, after two or three generations. But a great many of them do not go that way. Marco Polo's book begat Christopher Columbus, and, as soon as Christopher Columbus' discoveries got into England, this John Cabot, also possibly Genoese, said, "I will do just what Christopher Columbus did; I will go a little further north, and see what I can find," and Christopher Columbus begat John Cabot; and, if you go on, you will find that Cabot begat Magellan, and so on. Every great genius of that day left his influence upon succeeding minds. Now, just put a book into a child's hands that has the right touch and tone in it, and you give the same kind of color to his life; and teaching by biography is one of the most wholesome things that can be done in a child's life. I call those books that produce character.

Now, there are books that produce appetite. Now, I go right back to the point I had before, that, after all, it is the literary appetite that makes a man. The appetite that most boys get is an appetite for adventure. There is a good deal of a wild beast left in a boy. Well, perhaps, I ought to say that there is a great deal of a dare-devil left in him; and much of the literature that our boys read nowadays gives them an enormous ambition to be a cow-boy, and shoot a pistol, and run among the Indians. A great deal might be done by teachers to turn the energetic temperament of a boy into a loftier direction than

a cow-boy direction at least. I do not wonder that many of them have not much appetite for history. A gentleman said to me the other day, "Did you study that stupid old Hale's history when you were a boy?" And I said, "Yes, that was just what I did study, and I hated it." Any teacher who makes a child commit history to memory ought to be abolished nowadays. The most you should try to do is to make him like it. You can not take it up in great ladlefuls and pour it down his throat, he will get sick to his stomach and never like it. I do not wonder they do not like history considering the way it is taught in the schools. Ever since I can remember, there has been a great outcry against the teaching of history. The purpose of school teaching of history ought not to be an examination. I would abolish all examinations on history if I had my way. I would make the purpose of the study of history a reality for the boy.

I remember that my father when he died, willed that all his library be changed for other books for his children, and my mother performed the wish judiciously with but one exception, and that was, she still kept Bancroft's History. I never did and never can read that thing through. I would not dare say it, but I sat at the table with one of our greatest American historians some two or three years ago, and Mr. Parkman said, "I can not read Bancroft," and I replied "neither can I read Bancroft." It is not that he doesn't know a great deal, but he can not be interesting, it is not in his style, and he has done more than any one else in the country to make people turn away and say, I don't like history, it is dull and stupid. I remember the day when I found out that history was not dull. I had been sick and was reading Prescott's Conquest of Mexico. History was never dull from that day to this. I read three volumes and then I went into Ferdinand and Isabella. The appetite that you give a child for history, or in any line of thinking, must be done by judicious selection of books. I remember an old school mistress of mine when she found me interested in a certain subject. I had written a stupid essay on the human mind. I remember how she got her edition of Priestley's Article on Mental Philosophy and put it into my hands and said: "There boy, read that." How eagerly I took it and pored over it through the night, and then I looked at my composition and I said, how could I have written that crude thing? That was a judicious teacher, who just at the right moment opened that door to me and said, walk in.

I want to call your attention to those old histories of Jacob Abbott's which have been in my family for three generations. They are not in the modern style, but I find that an intelligent child will read them with as much interest as I did when I was a boy. Then I want to make one other point, and that is this, that reading should be directed towards the cultivation of taste, the cultivation of the child's taste. I don't say that you should give a boy Shakespeare for instance, and yet I do say that there are times when such a thing as that can be done. This school-mistress that I spoke of was my ideal of a teacher but she had some faults. She would break down her order of exercises if there was a main point to be gained in molding the mind and character of her children, whether or not anything else in the school went on. She had great ascendancy over us, and one day we were out at

play on the green, the wind was blowing the other way and we did not hear the school-bell, and we were nearly an hour late when we went into the school-room. She felt very much offended at this, and she was sitting in her splint-bottom rocking chair rocking as we walked in, or rather as we slunk in and got to our seats the best way we could; and she talked to us very severely and hurt us very deeply for we had great respect for her. Well she talked with us in this way and felt very badly about it, and told us that we could not have any recess for a week for our offense. We came away very angry, and we held one of our meetings and decided that she was very unjust, and most of us thought we were not to blame. At last it was made up that I should be appointed committee to draft an indignant protest against the severity of her words, and they were to sign it and I was to present it. I went home and the more I thought about it, the more I thought she had the right of it, and when it came morning I thought the best thing was to apologize. At last I thought I would write her, but the question was how to address her. I began "Honored Madam," and I proceeded to say, "that in regard to our offense of yesterday, we had to state that it was not intentional, do us the justice to believe that it was not intentional. We do not ask you to remove the punishment you inflicted upon us, but we do ask you to remove the severer punishment of your displeasure. Respectfully submitted." It was signed and all the boys were ready to sign it, and all signed their names and the paper was handed to her. She said nothing till the close of the morning session, and then she went into her library and got out a copy of Shakespeare, and she opened in one of the historical plays of Shakespeare, where the king finds his son standing with the crown on his head before the king is dead, and rebukes him for it, and the prince makes a very handsome apology. She said to us, read this, and we read it all, and how at last the king turns to the prince and says, "your apology has more than atoned for the offense." When we got to that place she slipped up and took the book out of our hands and then dismissed us. After that she called the girls in to read to them our letter of apology, and tell them what good brothers they had, and after that any one of us would have died for her. The point I wanted to make is, that there are times, what the French call psychological moments, when you can guide a child's pace.

I want to say this, though I write novels, there is too much novel writing. There are novels and novels. There are novels whose interest is largely the excitement of taste and of feeling. Then there is another class, which has no other interest than the interest of a murder account in a newspaper, mere plot novels. These, though they are sold by thousand and ten thousands, have no standing in literature. It is purely a device for the excitement of feeling. I say, then, there is too much what? Too much of feeling in our life. That the one great purpose of education ought to be the moderation and subjugation of feeling. You talk about enthusiasm among women. You know how largely that enthusiasm is due to over-emotion. Mark one of those girls who reads eight novels a week. You will find always this tendency to excessive emotion.

Now you want to cultivate that reading that tends to calm the emotions. You are not going to get harm out of such novels as George Eliot's. The domain of the school ought to be to cultivate

and abate the emotions in life. There is nothing so important as to develop a little more phlegm and quiet within us. Not less for health than for morals. How many boys and girls go over the dam from too much emotion, because they have not the habit of controlling the emotional nature. I know this seems somewhat extreme to talk about educating the feelings. I would educate the feelings, but above all I would moderate the feelings and give them their proper place. When a train is in motion all the motion that goes to make the box on the wheel not only stops the train. So in forming character; all influences which intensify the emotional nature at the expense of self-control, only tend to weaken true feeling.

This other thought, and I shall finish. This line you are taking up now, of guiding the reading of children, involves other things. There is not any other association in the country that I could have been tempted to leave Lake George for as hot a day as yesterday, but an audience of teachers, for when one talks to teachers his influence reaches not only to those whom he addresses, but through them extends on and on to others, for teachers are multipliers. This guiding of the taste of children involves a certain culture of the teacher's own taste. The proper carrying out of the idea that you have the guiding of the reading of children, implies a cultivation and development of your own taste. In this question, too, another thing is involved, and that is the development of American literature itself. American literature to-day is not what it ought to be, principally because of the existing condition of our laws, which allows us to be the last among nations in protecting authors' rights among book publishers in other countries. Literature has not the same relative position in our life that it used to have. It is the man with millions of dollars that people are interested in just now, not the man of literature. Now I have spoken as long as I ought to in this rambling fashion, and I thank you kindly for listening.

Professor Arthur S. Hoyt of Hamilton College and Principal Wm. P. Thomson of Auburn were announced on the program to participate in the discussion of Mr. Eggleston's paper, but both gentlemen were unable to be present. The subject was thrown open for general discussion.

Superintendent Cole of Albany, Mr. Hess of New York, Superintendent Barringer of Newark and Mr. V. P. Squires of Oneonta took part in the discussion.

Superintendent Cole expressed his agreement with everything that had been said in the report of the special committee, and said that he thought the subject had been treated in a commendable and thoughtful way and that the outcome must be for good.

Mr. Hess said that one of the greatest classics in Germany for half a century is Robinson Crusoe, and another volume is Leather Stocking Tales, not the five volumes of course, but abridged. He agreed with what Mr. Eggleston said, but wished to take exception to placing all the histories of the Abbotts in the hands of children. He remarked that basing his statement on a recent reading of Louis XIV he considered that such a book would cultivate a false taste in a child of say 12 years of age.

Superintendent Barringer of Newark said: I have come here from my own State to look upon an association that I helped to organize

more than forty years ago. I am glad to be here and know that I am in the presence of my old friends and co-workers. I want to say just one word concerning my friend Mr. Eggleston. The first words I heard as I entered the room were, that it was not the object or purpose of history to pass an examination. School did not afford the time for that; but it was the object of the school to create a love and taste for history, and any teacher who takes up the time of the school and fails to lodge in the minds of his children a love for history, fails to do his duty. The other thought is, that we should encourage the reading of the teacher as well as that of the scholar; that the teacher needs to-day in addition to broad, deep scholarship, a great deal of culture. I am of the opinion that the great fault of to-day is that our teachers are not broad enough in their culture and in that aspiration that looks out for something that is beyond them.

Mr. V. P. Squires said that in the school which he had been connected for the past year, it was required that every boy between the ages of 14 and 18 should read good books—books which were recommended by the New England commission of schools and colleges and that after these books were read an examination was held upon them. He said that sometime ago there appeared in the magazines, articles upon the subject "Books that have helped me," and in almost every instance it was found that the starting point in the career of those men who wrote those articles, has resulted from books read in their youth as Dr. Eggleston said. He thought that that rule would hold in the future, and that, if we could put good books in the hands of our school children, and see that they read them intelligently, it would be a service to them which we can not give them in any other way.

Dr. Verrill arose to remark that there was a gentleman present from Massachusetts, who had had a great deal to do in the training of boys and girls, who would have a great deal to do in the preparation of books for the young, and that he would be glad to hear him speak.

Professor Lambert, of Fall River, in response to Dr. Verrill's request asked to be excused from taking part in the discussion as he came to hear and see the teachers of New York.

THE CLOSER ARTICULATION OF THE SCHOOL WITH THE UNIVERSITY.

A change was made in the program at this point on account of the non-attendance of Harrison E. Webster, LL. D., president of Union College, Schenectady, who was set down to read a paper on the above entitled subject.

Superintendent A. B. Blodgett, of Syracuse, and Superintendent A. B. Poland, of Jersey City, were announced on the program to take part in the discussion of President Webster's paper, but as the paper was not read and as Superintendent Poland was unable to be present, Superintendent A. B. Blodgett, of Syracuse, read a paper discussing this subject.

He began by saying:

LADIES AND GENTLEMEN.—I feel that I am unfortunately circumstanced this morning. I had hoped to throw away the paper I had prepared, and discuss the paper to be presented by Professor Webster. Last evening I heard that a change would have to be made, and so I brought out from the depths of my satchel a few words that I had prepared in

writing, taking a line entirely different from that which Professor Webster would naturally take.

Superintendent Blodgett then read his paper, as follows:

In every field of operations in American life, the arbitrator, the adjuster, the referee or the articulator is a recognized necessity. No question, perhaps, in the educational field, is receiving more attention from the educational adjuster than the one under discussion.

Generally, in the various fields, a more or less satisfactory solution of a difficulty is reached. In matters educational, however, while we may essentially agree as to desired conclusions, somewhere along the line, in theory, method or practice, we differ so widely and so positively that the probability of an agreement is rarely apparent. Perhaps this is not an altogether undesirable condition of things, as we are thus kept alive, studying, thinking, growing; yet, while we are striving to convince our co-laborers that our view is the correct one, the conviction settles upon us that in all this wide world there is no one so stubborn and so hard to convince as a teacher, unless it be another teacher.

It is unnecessary in this presence to mention any one of the many questions about which we differ. You think you are right in your view of it; I know I am in mine, hence, we agree to disagree, and there it rests.

So the question before us, "the closer articulation of the school with the university," is one concerning which we shall differ. I doubt not a majority of those present here to-day will at once say: "It is impossible, and altogether undesirable, that our course of study can be so arranged as to find its objective point in the University." This conclusion would be reached, having in mind the very small per cent of pupils in our public schools who ever expect to reach or complete a college course; the idea being that the work of each term, year or department should be so nearly complete in itself as to prepare the child for the activities of life whenever he may be called into them.

When this question of articulation presents itself to those of us who are working below the university course, we are very apt to say, "That question is a secondary matter here; it is ours to fit our pupils for life into which the great majority go, and not for college where the few go."

It would seem that one avenue of a closer relation has presented itself with great force of late, viz., through the Regent's diplomas now generally accepted in lieu of entrance examinations, by colleges and universities throughout the State. Although familiar to many of you I shall refer to the statement made by Professor H. S. White, of Cornell University, who reported for a committee at the Holiday Conference of Associated Academic Principals, held at Syracuse, January, 1890. It has a strong bearing upon this question. Professor White said:

This matter of diplomas is a matter of great interest at Cornell, because last year 100 students presented Regents' diplomas in our Freshman class, and this year over 125 presented Regents' diplomas and were admitted on them.

Chairman SMITH — The chair would like to inquire whether there are any statistics showing whether those students did satisfactory work in the university?

Professor WHITE — It is perhaps a little early to make an analysis. But at the end of this year a very careful table was drawn up, covering some 360 cases, I think, of students admitted to the university as Freshmen last year; and those were classified as admitted on Regents' diplomas, wholly or partly by examination, wholly or partly by certificate, and entirely by examination. Those admitted on Regents' diplomas stood at the head of the list for good work during the year. Those admitted entirely on examinations stood at the foot of the list. I think that if this means anything it means that the men who have Regents' certificates come with a surplus of preparation and have more maturity. Those who enter entirely on examinations, from no fault of their own come with insufficient preparation, have no surplus, and less maturity; and so, through no fault of their own, they do not do as well.

I am aware that quite a number of our educators cry out against our graded school and Regents' systems of examinations, and will claim that the acceptance of these diplomas by colleges will narrow down the teaching and tend to project all things in one direction. But of this I am not fearful so long as we have the excellent condition of things which exists in the Regents' department to-day, viz., Dr. Dewey and his able assistant Dr. Watkins, on one hand, inviting, urging, almost demanding suggestions and criticisms upon the examinations sent out; and on the other hand, principals, teachers and others who are not only willing, but are eminently able to criticise, suggest, and in many ways even to instruct in these lines the well-informed, cultured and practical heads of this branch of our public educational affairs.

So I feel that there is little danger of a harmful narrowness creeping into our schools. I believe, rather, that the Regents' system of examinations is doing a grand work all through our State, in awakening boys and girls, and placing before them progressive steps by which they may obtain the preliminary and intermediate certificates and the college entrance diploma, and thus in the end secure a full college course, without which steps and incentives very many would be content to halt where too many do, just on the verge of an educational field too little traveled, and whose bounds have never been set.

Granted that some teachers would teach better and be less hampered if left to themselves; there would still be many wandering listlessly in their work, aiming at nothing, thus bringing the average work to a much lower point than it now occupies. It would never do to leave the teacher to himself. Neither would an arbitrary examiner, left to himself, give us a condition of things at all desirable. But I do believe, as stated above, that a Regents' board, whose officers are constantly on the alert to get the best that can be brought into their work, their examinations made broad and progressive by the continual give and take between and among all parties interested, is the best condition of a uniform system of school work that has yet been evolved. And in the light of the strong statement made by Professor White, as above recorded, I see an opportunity for a closer articulation of the school with the university.

But as an adjuster from the side of the school, I have another thought to present. Name for me, if you can, any three years in the life of an individual, as boy or man, when more is learned, greater

and better progress made, than between the ages of 2 and 5. And why is it? Did Providence ever intend it should be so? We say, "Early impressions," "Molding the plastic clay," etc., etc., but for one I do not believe it was ever designed there should exist any difference in the receptivity of the child between the ages of 2 and 5, and any other consecutive three years of his existence. He undoubtedly works as hard just there as in any like period of his life; and surely much harder than the tender-hearted teacher, according to some modern tactics, will allow him to work during the next three years; for there she practically does all the real work herself and dishes it out to him in soft sweet morsels, warranted not to fatigue or cause him to turn a hair.

No, the real difference is just this; that from 2 to 5, no experimenter, no home-made psychologist, no blundering teacher has been in the way. Oh, could we only place the proper environments and right conditions about our children and then simply direct, keeping ourselves in the background, what progress would be made! But that would not be teaching, would it?

Now I would seek to carry that 2 to 5 year old condition of things along progressively through all our earthly existence. Do you ask me how? Well, when I have reached a complete adjustment or articulation in that matter I shall be willing to tell you all about it. I think this, however; we shall not reach the best in educational work by simply crying out against so-called innovations, be they cooking schools, manual labor, industrial drawing, clay modeling, paper folding, stick laying, examinations or what not; neither will it do to jump at everything new that pops up and, calling it good, ingraft it; but in addition to the undoubted essentials, with high ideals, right motives and true principles as a foundation, let us cling to those things which have the greatest educational value; those which call out the observation, develop the power to think, and get the child to doing. You can enter your school any day and select at once a dozen or more boys and girls who will succeed in life. They will not fail victoriously to work out any of its problems. Why? Because they are level headed and they can think. They do not need, and never needed, any of this come-and-sit-on-my-lap style of teaching, neither is it good for any child. They do not require that every item of work shall be rounded out, explained, polished and set out for them to gather in by absorption, if at all. They have a habit of going through the very core of a question or a problem, and for such to wait for polish is an utter waste of time. Therefore I do not believe in the cry that our primary, intermediate and grammar grades, or even our high schools, should aim to round up, polish, and, by teaching incidentals, fit pupils for "complete living," so called, at any and all of these points in school life.

It practically fixes stations where they are invited to stop their school-work and we ought rather to seek a condition of things reaching from the cradle to the grave and even beyond. There should be no halting places seemingly placed for them where pupils can think they may drop out.

If that thoughtful pupil shall leave school at any time, the best special fitting that he could possibly receive for any line of work will be found in doing that very work with the same earnest thoughtful-

ness that characterized his school work. The needs of the man determine the development, and the future alone can tell what those needs will be. Keep the child observing; keep him thinking; keep him doing, and you keep him growing.

Get this *esprit du corps* into your school, and don't talk about "complete living" and "practical life" until the boy has at least begun to attend school.

With this fitness, this habit of meeting and mastering all that comes up in the line of school and home life, no anxiety need be felt over results of examinations. They will simply be an incident in the onward march and to as many as shall reach and pursue a university course, the articulation will be a comparatively easy matter from the school side of the problem.

The association then adjourned until afternoon, as no discussion followed the reading of Superintendent Blodgett's paper.

WEDNESDAY AFTERNOON, JULY 9.

THE STUDY OF ENGLISH LITERATURE IN THE SCHOOLS.

Superintendent A. P. Marble, of Worcester, Mass., read a paper on this topic. He introduced his paper by saying:

MR. PRESIDENT, LADIES AND GENTLEMEN.—In the *Century Magazine* is a story entitled "Anglomaniacs," in which one of the heroes appears at a ball where his lady love is dancing, and she invites him to dance with her, and, inasmuch as he does not know how to dance, he says he feels very much out of place. That illustrates my predicament this afternoon. After hearing the excellent presentation of the State of New York's claim to preëminence in the matter of education, I feel very modest about addressing this association; but, being called upon to fill a gap, I consented, and I never desire to back out after I have once consented.

I commend the wisdom of the audience in cases like this in locating themselves in the end of the seat and near the hall, because, if the lecture should be dry, they could quietly steal away. And I wish to announce now, that I never take it amiss if any one is called by press of business to leave the hall, only go out quietly, and don't talk in the back of the hall, please. This little paper was prepared for a Massachusetts crowd. It is possible that some parts of it may not apply to the Empire State, in which case make your own exceptions and inferences.

Superintendent Marble then read his paper, as follows:

Literature is the "essence of human intellect." It contains the essential oils of the world's activity. According to Taine, literary productions are not to be regarded as isolated specimens, to be studied for themselves alone. Like fossils they are indices of the life of an age; and in them we behold the history of a people. As in the face of a man, his form and lineaments, are left the traces of his experience—the lines of thought that furrow his brow, of joy and gladness that lighten the eye, and of care and trouble that depress the corners of his mouth—traces that may be read more or less distinctly by those of like experience—so in the literature of a period or a nation there is left the imprint of a people's life and history; the habit of thought of that people which has grown out of their traditions, their environment and

their activity. For authors write that which people wish to read, or else their writings are not incorporated into the literature of the period. And in order thus to write, an author must be *en rapport* with the times. That the *Paradise Lost* was sold for five pounds, makes no exception, it seems to me, to this statement; for though its form and its beauty of expression—the grandeur of its conceptions—were beyond the capacity of the people of that day, or at least the particular bookseller thought so, yet the religious conceptions of the times are portrayed in the work, and in it is somehow contained the religious history of the English people up to that date. To be thus in harmony with the spirit of the age, a writer must have had within himself an epitome of the history of his race. It is said that the embryonic growth of certain animals repeats the successive stages through which the species has attained its present perfection; and by analogy the mental development of a man may repeat in some sense the intellectual growth of the race.

Accordingly Guizot has said: “The historian might place himself for a given period, say a series of ages, or (either) in the human soul, or with some particular people; he might study, describe, relate, all the events, all the transformations, all the revolutions which had been accomplished in the internal man; and when he had finished his work, he would have a history of civilization amongst the people and in the period he had selected.”—(*Civilization in Europe*, p. 25, quoted by H. A. Taine.)

The study of literature, then, is the study of mankind. In a broad way it is not the study of this or that author. And man, including woman, of course, is, after all, everything there is in this world. The physical world is full of beauty, grandeur, music, and light. But there is no sound where there is no ear to hear; the gorgeous tints of rainbows fill all the spaces of the heavens, but they are all lost unless there is an eye to see; in sunny vales flowers grow with an endless variety of color and fragrance, but the beauty is all lost if there is no sense to convey and no mind to perceive it; age after age Mt. Shasta has lifted its snowy peak in solitary magnificence; the Yellowstone for centuries has cut out shapes of surpassing grandeur in its untrodden valley; and there was no magnificence and no grandeur till man broke into the solitude.

So likewise, the order of the universe, the harmony of the multitudinous stars, was not, till the mystery had been penetrated by the thought of man.

Ordinary places also become shrines by human visitation, not by the presence of a god. What but the Pilgrims has turned the eyes of this generation to the sandy shore of Plymouth with its moderate-sized boulder, when the cliffs of Marblehead and Cape Ann, and the whole coast of Maine, from Kittery to Calais, are far grander? And what has embalmed the heroism and the devotion of those Pilgrims, but the burning eloquence of Everett and Webster and the immortal lines of Mrs. Hemans? Gettysburg, within the memory of every one of us, was an unknown Pennsylvania village, in the midst of ordinary farms. Through a human interest, since it was the pivotal point in the nation's struggle for existence, that field has become resplendent in history; and the coming generations—every child in all the schools of this great country, and the parents of many of them—will

know of that field only through literature; for after the other heroes, living and dead, Lincoln was there and made his never-to-be-forgotten speech. And the real history of Gettysburg is found in the American literature of the preceding two hundred years.

It is not, however, mainly through this hallowing of places and times by striking events, that the life of the human race is seen. The particular spot may be lost sight of; the exact period of time may disappear in the dimness of uncertainty, while the great movements, pregnant with future progress, loom up to be seen through the ages, just as the gilded dome of the State-house might rise above Boston buried in fog, and, glittering in the sunlight, be seen from Mt. Wachusett, or from a ship leagues out upon the sea.

Moses heard the voice in the burning bush; Jacob rested his head upon a stone in the vale of Padan Aram, and in his dream saw a ladder raised to heaven, and the angels of God ascending and descending upon it.

Nobody can now find the spot where the bush grew, nor is the stony pillow anywhere to be seen; but the revelation to Moses affects through the Hebrews, all Christian civilization to-day; and through a broader and more spiritual culture, heaven is brought near in the souls of men as on the ladder which Jacob saw in his dream.

So true it is that the spiritual, the intellectual, is more enduring than the material; the events wrought by human agency, more important than the places or even the individuals affected; literature, more lasting than monuments of brass, and more representative of the history of mankind, than any mere chronicles.

II.—The aim in the study of literature is, then, to become acquainted with mankind, and thus to become more of a man. The life of any one man is brief, and his experiences are circumscribed. We inherit much, or else our progress as a race would be inappreciable.

It is said that the cobra frequently carries in its mouth a peculiar pebble which emits a greenish light at night, similar to the glow from the females of a species of insect upon which the cobra feeds. Attracted by this false light the male insects flock to the place and the cobra feasts upon them. It is thought that some very ancient cobra must have met with one of these flocks of insects around one of these pebbles, by accident; and he enjoyed his repast of course; he went again and again till at length the pebble was swept away by the tide; and then he fasted. At length he fell upon another pebble with its swarm of insects. Finally he had the wit to perceive the relation between the stone, the insects, and a good meal. He attracted the attention of another cobra, who captured the stone; and the first cobra hunted up another stone. After a long time it came to pass that every young cobra would provide himself with one of these pebbles.

Perhaps — perhaps — we inherit experience in this way. We gain a little year by year in our own life. We gain still more, unconsciously, by intercourse with our fellows. But of all these, the sum total is small; and if we have these only, our mental horizon is very narrow. In the study of literature, that epitome of the experience of an age, a people or the race, we have the means of broadening that horizon. It is thought that makes men; and thought is simulated by acquaintance with what other men have thought, that is, acquaintance with literature.

Incidentally, an aim in the study of literature is style — the expression of ideas. Thought is almost impossible without expression. The forms of thought are inseparable from the thought itself; that is, we can not think without the use of language. All ideas not properly clothed in language are vague and elusive. They are like disembodied spirits that flit away and vanish into thin air.

In the elementary steps even, language can not be studied with profit much faster than ideas are formed whose expression language is. Expression goes hand in hand with the thought to be expressed. The thought of great minds, expressed in our literature, introduces us to a new realm of thinking by imperceptible gradations; and through the imagination we enter into the experiences and the life of other men and make them our own.

But men of age and experience have a great advantage, which the young do not appreciate. There is in them a ripeness, a maturity, a certain subtle discrimination, not usually found in the vealy productions of youth. It is rather amusing, when it is not sad, to note the impressions that youth has of advancing years. In ancient countries the aged were revered as the repositories of wisdom. Through their long life they had treasured experience and knowledge which the young had no opportunity to acquire. Now, all this appears in books; and any boy can read much more than his elders can tell him. He thinks he knows the whole when in fact he does not; since language can not reveal much, beyond that to which there is a response within us. However bright the light, there is no vision without an eye to see. Age has, hence, come to be looked upon as an unhappy descent to the grave; and death, as the final catastrophe.

“Come to the bridal chamber, Death,
Come to the mother when she feels
For the first time her first-born's breath;
Come when the blessed seals
That close the pestilence are broke
And crowded cities wail its stroke;
Come in consumption's ghastly form,
The earthquake shock, the ocean storm;
Come when the heart beats high and warm
With banquet song and dance and wine;
And thou art terrible:— the tear
The groan, the knell, the pall, the bier,
And all we know, or dream, or fear,
Of Agony, are thine.”

This whole impression of advancing age and death is all wrong. It should be dispelled from the minds of the young. If it is a necessary result of our religious teaching, then all the worse for the religion. It is in a rational study of the best literature that such false notions disappear, and the sunlight of a broader faith illuminates the mind.

“I vex me not with brooding on the years
That were ere I drew breath; why should I then
Distrust the darkness that may fall again
When life is done? Perchance in other spheres—
Dead planets—I once tasted mortal tears,
And walked as now among a throng of men,
Pondering things that lay beyond my ken,
Questioning death, and solacing my fears.

“Who knows? Oft times strange sense have I of this,
Vague memories that hold me with a spell,
Touches of unseen lips upon my brow,
Breathing some incommunicable bliss!
In years forgone, O Soul, was not all well?
Still lovelier life awaits thee. Fear not thou!”

In order to be fully apprehended, the best literature must find a responsive chord in the mind; and this response comes oftener, in its perfection, in maturer years. To be a little personal: In my youth I quite liked Gray's *Elegy*; and it was said to be one of the best poems. In its rural scenery it appealed to my experience, for my youth was spent upon a New England farm. "Homeward the plowman plods his weary way" called to my mind many an evening in early spring when, with boots heavy with the clods that clung to them, my very bones would echo "plods his weary way." At length, after many years — how many I would not dare to say — I was confined by a broken leg. The days dragged wearily and the nights brought little rest. Once, at one o'clock in the morning, I was wakeful and called my wife to bathe my limb. By some suggestion or other unrecognized by me, the lines of the *Elegy* kept running through my head; and for the life of me I could not recall the first line. I asked my wife what it was, and, as frequently happens to us, the sudden question drove it from her mind. She took down the volume and read a few stanzas. Somehow I was charmed. She read on, repeating now and then at my request. I never knew that poem before. There was a meaning in every line never so perceived.

"The applause of listening senates to command,
The threats of pain and ruin to despise,
To scatter plenty o'er a smiling land,
And read their history in a nation's eyes.

"Their lot forbade; nor circumscribed alone
Their growing virtues, but their crimes confined;
Forbade to wade through slaughter to a throne,
And shut the gates of mercy on mankind;

"The struggling pangs of conscious truth to hide
To quench the blushes of ingenious shame,
Or heap the shrine of Luxury and Pride
With incense kindled at the Muse's flame.

* * * * *

"For who, to dumb forgetfulness a prey,
This pleasing, anxious being e'er resigned,
Left the warm precincts of the cheerful day,
Nor cast one longing, lingering look behind?

* * * * *

"No further seek his merits to disclose,
Or draw his frailties from their dread abode,
(There they alike in trembling hope repose,)
The bosom of his Father and his God."

It seemed to me a revelation. My mind was responsive to the thought; and I concluded that in all poetry and in all literature there might be more that I could not appreciate, than all that which I had ever perceived. Since then, I have noticed what I do not remember to have seen before respecting that poem. General Wolfe remarked, before the battle of Quebec, that he would rather have written that poem than to capture the city. He was then in the portentous shadow of a coming battle, cast before by some occult photography, we know not how; and he had just then come to know what Gray meant in every line.

I did not die gloriously the next day, but I have since had an increasing respect for General Wolfe. Gray had put eight years into that poem. It took me more than thirty years to see what was there; and it made me a better man.

Now, by all this, it is my purpose to imply that there is in all good literature — that which stands the test of time — such an element; and to every real student, I suppose, there is an added revelation, as he matures, richer and sweeter by far than the first. The student grows to know more and more the thoughts of great minds, and, in so doing, and, in proportion as he does so, he himself advances.

Such is a great aim in the study of literature.

III.—As to the methods:

I would not presume to speak in this presence of cultivated men as to you. For a school, a high school, I have some remarks written, at a playful request of mine, by a recent graduate of the Normal School at Worcester. I received it by mail just twenty-four hours after the request. They are sound in theory, and interesting in themselves; but they have an added charm for me, because I can trace in them the marks of the personality and way of thinking of a superior teacher; and they show how all good teaching leaves its imprint upon the minds of bright pupils.

“If I am to teach literature to a class of boys and girls, I must have my target, just as truly as the child with the bow and arrow in his hands must have his. I must know at what my teaching is aiming, or I shall be as likely to fire into the ground as at the stars.

“I begin with the hypothesis that literature is to be studied in our high schools, as a form of culture and education beneficial to our growth, though, it may be, not directly helpful as a preparation for bread-earning. If one were to ask a class of boys and girls after a year’s study of literature in what way they expected to use their knowledge, I imagine he would get some such answers as these: ‘I shall be able to make a great many pat quotations.’ ‘I shall be able to talk on literary subjects.’ ‘I shall be able to use better language.’ ‘I have got started in reading and in thinking for myself;’ or, perhaps, ‘I don’t suppose I shall ever use it at all.’

“These answers, with the exception of the last, are reducible to two purposes: To show off what one has accomplished, and to be able to accomplish in the future.

“If one’s education is to be only an end, and not a means to something farther, it is a poor thing to waste fifteen years of work for, and not usually worth trying to show off. It is what one is, or is able to become as the result of the work he has done, rather than the exact measure of knowledge he has gathered together, that is of value to him. Things plastered upon the outside of a person soon wear off and show the old texture through. That which is taken in as a germinating force, fostered and helped to grow, changes the very fiber of the mind, and makes it able to be and to produce that which it could not have been or produced otherwise.

“The activity of the mind is of course thought. And just in proportion as we can increase the thoughtfulness, the habit of thinking deeply and independently, just in that proportion can we give vitality and strength to the intellect of a youth.

“Young people think, of course. But what about? Take a class of boys and girls fifteen or sixteen years old. What sort of thoughts are making themselves at home in their minds, to order their affairs? There is the last ball game, the tennis match, the new spring dresses,

the next dancing school, endless novels, with many tedious school books from which to economize time for more interesting things. Here is much thinking, but little thought. Much of it a very healthful kind of thinking, but not just the kind that is going to bring them out men and women, intellectually wide-awake, serious, and clear-sighted, the kind of men and women we need.

"Take this class of young people and get them deeply interested in a play of Shakespeare. The plot itself can be trusted to get their interest. Then just make those characters live to those boys and girls; and if Iago and Othello, Macbeth, Portia and Hamlet do not teach them some lessons about themselves and their relations and duties to their fellow men I am greatly mistaken.

"Make them hear a little of the music of Milton, entertain them with some of Dickens and Scott, get them up to their ears in discussions over the philosophy of Ralph Waldo Emerson. In each case pick out the great gift, the leading characteristic of a writer, and just make that one point *tell* on the thoughts of the pupils. Above all things, do not discourage the pupils from making their own comments and expressing their own opinions. They will often seem ridiculous to the teacher; but youth is the time to be ridiculous, and mistakes are the surest way to correct ideas.

"Would I have them learn quotations? Certainly. Things committed to memory are seen in the many different lights of after reflections, while a thing read once has but the light of a passing mood.

"But committing to memory should not be the chief work of a class, and pupils should be tempted and praised, rather than driven and scolded, to quotation-learning.

"It is very common, too, I think, in the study of literature, to require a pretty full biographical account of the life of each writer studied. This would do very well for a psychologist or a philosopher, or even for a man of mere general culture, provided he were sixty years old. And so with long criticisms, and books about books; they are well for the writer of forty. But give these young boys and girls the works of great men, pure and simple, and let them feed on them, and grow, mentally and morally.

"In my opinion, it is better, too, not to include very many writers in a school literary course. Just as it is better to have a good talk with one intellectually great man than to have an introduction to forty, so it is better to know one poet than to know of forty. To study literature and to study the history of literature are two different things, and they should not be exchanged for one another. But the life is in the literature, not in its history."

IV.—The best literature is far beyond the comprehension of the young student; he sees at first but a small part of the knowledge, the philosophy, the beauty, or the art of expression, which it contains. And in proportion as any production embodies concealed excellences which reveal themselves upon closer examination, in proportion as they contain a wealth of treasures that must be mined, in order to be possessed, in that proportion will the production be enduring.

To advanced students, also, the treasures of literature are not all on the surface. If they were, then literature would pall upon the taste, and its charm would be gone for them. For us who walk in

the lower regions, the authors whose works have lived shine above us; we see the gleam of the sunlight on their elevated brows — the gems of thought that glitter and shine out, and charm and entice us on; but as we advance to higher plains, new beauties and greater attractions display themselves; grander conceptions open on the sight; "Hills peep o'er hills, and Alps on Alps arise."

It is always a mistake to keep children reading that which is written down to the low level of their comprehension. What is fully known loses its charm. It is both pleasing and profitable for any one to be brought face to face with the great boulders of thought, and however feeble we may be, to grapple with the sublimest truth. The only necessary condition for a student is, that he find sufficient that is comprehensible to him to enchain his interest.

In Macaulay's essay upon the Puritans — that writer of English as massive in style as his thoughts are grand — he accounts for the steadfastness of purpose of those sturdy men and women in these most eloquent periods:

"The Puritans were men whose minds had derived a peculiar character from the daily contemplation of superior beings and eternal interests. Not content with acknowledging, in general terms, an overruling Providence, they habitually ascribed every event to the will of the Great Being for whose power nothing was too vast, for whose inspection nothing was too minute. To know Him, to serve Him, to enjoy Him, was with them the great end of existence. The difference between the greatest and the meanest of mankind seemed to vanish when compared with the boundless interval which separated the whole race from Him on whom their own eyes were constantly fixed. They recognize no title to superiority but His favor; and confident of that favor, they despised all the accomplishments and all the dignities of the world. Their palaces were houses not made with hands; their diadems, crowns of glory which should never fade away! On the rich and the eloquent, on nobles and priests, they looked down with contempt; for they esteemed themselves rich in a more precious treasure, and eloquent in a more sublime language; nobles by the right of an earlier creation, and priests by the imposition of a mightier hand."

It is not to be expected that the youth of this period can give their minds solely to such profound contemplations as these. In the rush and hurry of the times, when telegraphs and power-presses bring daily to our view the activity of the whole world, when time and space seem almost to be annihilated by steam and electricity, it is not so easy for even the profound student to sequester himself from finite wonders, and devote himself to an exclusive study of the infinite. Possibly it may not be desirable, now, for whole communities to be thus engrossed, as the Puritans were. While the freshness of modern discovery is upon us, to this generation may be assigned the duty of developing and applying the forces of nature for the service of the mind. But this service can not be rendered completely, without the influence of those studies which tend to mental power and the development of thought — not the study of science directly, but the study of literature, the history of thought and the record of thought, through which scientific discoveries have become possible and by which those discoveries have been made. It was not by the study of politics, nor of civil institutions,

that the Puritans became the fit founders of states. By a loftier contemplation, apparently, and to the superficial observer, unrelated to the work they had to do, they were fitted to lay firm and deep, on the shore of a continent boundless and to them unknown, the basis of an empire "of the people, for the people, by the people."

It is by similar lofty contemplation, not of petty details near at hand, not of writings puerile and inane; it is by study of the great and good in the ages gone, and in our own time, by familiarity with literature, that the children of this generation are to be fitted to preserve the heritage of good government; and in this study is the earnest, the pledge, of future progress.

V.—In all literature worthy of the name there is an artistic element. Fact, philosophy, imagination, poetry, are all included; and it is the artistic handling of the material that constitutes literature. A barn is a plain, useful and substantial structure; it has no beauty except the homely beauty of utility. In a cathedral, utility and beauty are combined by the art of architecture. Symmetry of form, harmony in design, unity of purpose, permanence of structure, grace and delicacy in execution—all these combine to produce a pleasing effect in a church. The taste is gratified. There is restfulness in beholding the fitness of part to part. Add to this the effect of color and harmony with the surroundings, strength to resist decay and adaptability to its uses, and we have art. There is just as really an art in literature. Material is combined in forms of beauty, as in architecture. Its form adds to its effect, just as form in the cathedral gives it its charm. There is a rugged strength and utility in the records of a town meeting; they describe the transactions in the briefest and most direct way; and as records, they are much better when so made, just as a barn looks better as a barn and without a steeple; but these records are not literature.

The artistic element in literature is what gives it its charm and attractiveness and thus makes it enduring. Let me read an extract upon the trial of Warren Hastings. The simple statement would be that this trial took place in the hall of William Rufus, a place where state trials had frequently occurred; and both houses of parliament, the nobility, and members of the royal family were present, together with many distinguished artists and men of letters. Macaulay ornaments the scene by allusions that cover a wide range of history, of literature, of art and of criticism; and the picture stands out before the mind with all the vividness of a painting—almost in reality.

"The high court of parliament was to sit, according to forms handed down from the days of the Plantagenets, on an Englishman accused of exercising tyranny over the lord of the holy city of Benares, and over the ladies of the princely house of Oude.

"The place was worthy of such a trial. It was the great hall of William Rufus, the hall which had resounded with acclamations at the inauguration of thirty kings, the hall which had witnessed the just sentence of Bacon and the just absolution of Somers, the hall where the eloquence of Stafford had for a moment awed and melted a victorious party inflamed with just resentment, the hall where Charles had confronted the high court of justice with the placid courage which half redeemed his fame. Neither military nor civil

pomp was wanting. The avenues were lined with grenadiers. The streets were kept clear by cavalry. The peers, robed in gold and ermine, were marshalled by the heralds under garter king-at-arms. The judges in their vestments of state attended to give advice on points of law. Nearly a 170 lords, three-fourths of the Upper House, as the Upper House then was, walked in solemn order from their usual place of assembling to the tribunal. The junior baron present led the way, George Eliott, Lord Heathfield, recently ennobled for his memorable defense of Gibraltar against the fleet and armies of France and Spain. The long procession was closed by the Duke of Norfolk, Earl Marshal of the realm, by the great dignitaries, and by the brothers of the King. Last of all came the Prince of Wales, conspicuous by his fine person and noble bearing. The gray old walls were hung with scarlet. The long galleries were crowded by an audience such as has rarely excited the fears or the emulations of an orator.

"There were gathered together from all parts of a great, free, enlightened and prosperous empire, grace and female loveliness, wit and learning, the representatives of every science and of every art. There were seated around the Queen the fair-haired daughters of the House of Brunswick. There the ambassadors of great Kings and commonwealths gazed with admiration on a spectacle which no other country in the world could present. There Siddons, in the prime of her majestic beauty, looked with emotion on a scene surpassing all the imitations of the stage.

"There the historian of the Roman Empire thought of the days when Cicero pleaded the cause of Sicily against Verres, and when, before a senate which still retained some show of freedom, Tacitus thundered against the oppressors of Africa. There were seen side by side the greatest painter and the greatest scholar of the age. The spectacle had allured Reynolds from that easel which has preserved to us the thoughtful foreheads of so many writers and statesmen, and the sweet smiles of so many noble matrons. It had induced Parr to suspend his labors in the dark and profound mine from which he had extracted a vast treasure of erudition, a treasure too often buried in the earth, too often paraded with injudicious and inelegant ostentation, but still precious, massive and splendid. There appeared the voluptuous charms of her to whom the heir of the throne had in secret plighted his faith. There, too, was she, the mother of a beautiful race, the Saint Cecilia, whose delicate features, lighted up by love and music, art had rescued from the common decay. There were the members of that brilliant society which quoted, criticized and exchanged repartees, under the rich peacock-hanging of Mrs. Montague. And there the ladies, whose lips, more persuasive than those of Fox himself, had carried the Westminster election against palace and treasury, shone around Georgiana, Duchess of Devonshire."

In this one description there is interwoven politics, in the Westminster elections; society, in the salon of Mrs. Montague; literary criticism on the works of Parr; the historical paintings of Reynolds, and much more. Cicero and Tacitus are recalled from the buried past to grace the occasion; Mrs. Siddons's "majestic beauty" throws a charm upon the scene; the imagination lingers to depict what the fair-haired

daughters of the House of Brunswick may be like; and like a bit of color to light up the scene, allusion is made to the love of the "heir to the throne." The artistic weaving in of all this, and the symmetry of the entire description is in effect like the spans and arches, the columns, the architraves, the corbels, the carvings, and the soft and brilliant lights of some fine old minster. It displays, it seems to me, the literary art as perfectly as the most beautiful palace displays architecture.

In its simpler forms literature is useful just as the simpler forms of drawing are allied to the mechanical arts; and as drawing advances step by step through perspective, shading, and coloring, till it becomes fine art, so literature advances to the expression of higher forms of culture. In painting, the blending of colors, the handling of details, the suggestions of that which is not fully expressed, convey to those who have learned to see, the very soul of the artist.

That is a very intelligent dog who can see in a picture upon a flat surface the animal that is represented on the canvass. It requires some soul to see even that little; and it requires an artistic sense, trained and cultivated, to appreciate the work of a great artist. The same is true of literature in its higher forms; and it is for the sake of this higher culture, that the great products of the literary art are to be studied.

Poetry is the very highest form of this art. It occupies a realm above and beyond the region of fact and philosophy—outside the sphere of mere intellect and knowledge; it appeals largely to the feelings, the sensibilities which are a kind of sublimated sense; and this art deals in allusions, hints, suggestions, rather than in out and out statement. In the study of literature in general, the spirit is to be sought rather than the form in which that spirit is revealed; and the form should be studied, not so much for itself as for the spirit which it contains. In poetry, on the other hand, the form is a more important feature than in prose; and for this very reason its beauties lie more artistically hidden; they display themselves with more coyness, and they are to be perceived only by the poetic sense.

Professor Bain says: "Poetry agrees generally with painting, sculpture, architecture, and music; and its specific mark is derived from the instrumentality employed. Painting is based on color, sculpture on form, music on a peculiar class of sounds, and poetry on the meaning and form of language."

In the study of literature, that is a very puerile, elementary, and kindergarten method, which confines itself to petty and unimportant particulars about an author's personality—the color of his hair, whether he parted it in the middle, what he had for breakfast, etc., etc., *ad nauseam*. It is indeed of some interest to know enough of the personality of an author to enable us to distinguish him. Personal peculiarities also in some instances account for the eccentricities of an author. The deformity of Lord Byron is always associated with certain erratic peculiarities of his writings; but these are not accounted for by any bodily defect, because many a man of feeble constitution and in the midst of suffering, has shown in his work the evidence of a lovely spirit, cheerful and resigned. DeQuincy and Coleridge were addicted to the opium habit; and I venture to say that in some cases

it would be more rational to attribute some parts of their weird imaginings to the effects of the drug, than to delve for some deep-hidden meaning, or to seek for a philosophy too profound for ordinary men of genius. It is an interesting fact to know that Sir Walter Scott was fond of dogs; that he had a lot of them; that they were very much attached to him. For these circumstances attach to him a certain human interest; and in them we find a reason for the cheerful good nature so abundant in his works. It helps a little, too, to know that Daniel Webster had beetling eye-brows, a sharp black eye, and a sonorous voice; and that his figure was erect and well compacted. Two or three distinguishing traits, however, are enough to fix in mind any author. All beyond this is mere biography. It is not the study of literature.

If the *Scarlet Letter* did not engross the reader so that he becomes wholly oblivious of Hawthorne—whether he was a custom-house officer at Salem or an accountant in New York—then the *Scarlet Letter* would not be the masterpiece of imaginative writing which it is. Who cares whether Burke was tall or short, dark or fair, English or Irish, when we read the *Reflections on the French Revolution*?

His personality was sunk in the discussion of that eventful period as completely as if a disembodied spirit held the pen. Nor should the mind of a student be diverted from the study of a literary subject by petty and curious details in the text, any more than by irrelevant incidents in the author's life, or that of his family.

If the structure of the sentence is studied, this should be done in order to throw light upon the text; if allusions are made, their meaning should be sought, for the purpose of appreciating the added force which those allusions give. Mere literary puzzles are no part of literature. If a student is required to seek outside for something to illuminate the text, it should be done for a definite purpose, and not merely to furnish something to do; and the clue should be given him so that the search may be intelligent, and so that the quest may be an aid to further search.

But the searching and the analysis, the study and the comparisons with parallel passages, should all tend to the one end of placing the student in the author's point of view, and of entering into his spirit so as to see with his eyes, and to feel as he feels.

Especially is this true in the study of poetry.

"For poetry is not knowledge to be apprehended; it is passion to be felt—passion for the truth revealed in beauty, and for the hinted truth, too beautiful to be revealed."

THANKS.

At the conclusion of Superintendent Marble's paper, ex-President Kimball moved that the association extend to Superintendent Marble, its most hearty thanks for his very scholarly address. Carried.

COMMITTEE ON LITERATURE.

The president appointed the following committee on literature:

George E. Hardy, New York City; Oren Root, Clinton; Wm. P. Thompson, Auburn.

REPORT OF TREASURER.

Treasurer C. N. Cobb, then read his report, as follows:

Balance in treasury at last report.....	\$1,568 46
Life memberships.....	50 00
Memberships for last year (from J. H. Walsh).....	8 00
Memberships for current year.....	353 00
Contributions.....	225 00
Souvenir.....	50 00
Total.....	<u>\$2,254 46</u>

Bills audited.

J. H. Morris (debt of 1885).....	\$6 35
J. H. Walsh (for meeting of 1889).....	104 91
James McAlister (for meeting of 1889).....	11 90
J. B. Lyon (printing proceedings).....	110 30
W. B. Gunnison.....	279 36
O. B. Kipp.....	7 50
A. W. Morehouse.....	14 81
Charles N. Cobb.....	30 52
George E. Hardy.....	27 33
E. N. Jones.....	7 50
John F. Woodhull.....	17 75
John F. Woodhull.....	1 30
John F. Woodhull.....	76 91
Benjamin D. Benson.....	42 50
L. C. Foster.....	10 70
James M. Milne.....	6 92
W. A. Poste.....	19 93
G. H. Reeves.....	3 22
Arthur Cooper.....	10 40
Balance in treasury.....	1,464 35
Total.....	<u>\$2,254 46</u>

List of Life Members.

- | | |
|----------------------|--------------------------|
| 1. E. H. Cook. | 8. A. S. Downing. |
| 2. Oren Root. | 9. James Edward Oliver. |
| 3. James M. Milne. | 10. Harrison E. Webster. |
| 4. C. W. Bardeen. | 11. Mary V. Squire. |
| 5. E. P. Waterbury.* | 12. J. N. McDaniels. |
| 6. L. C. Foster. | 13. Sarah S. Hunt. |
| 7. Anna E. Downing. | 14. Sherman Williams. |

RESOLUTIONS.

The report of the committee on resolutions was read by Secretary Morehouse, as follows:

Resolved, That the thanks of this association be tendered to the Saratoga local committee for the kind reception given us, to Hon. Seth

* Deceased.

Low, Dr. Nicholas Murray Butler, Hon. William A. Poste, Hon. Andrew S. Draper, Principal George E. Hardy, Superintendent A. P. Marble, for the able and instructive papers read by them at this meeting, as well as to those taking part in the discussions, to the president and other officers for their very faithful and successful efforts during the year, and at this convention, and to the committees for their intelligent labors, and to the proprietors of the different springs thrown open gratis to the members of this association.

Resolved, That this association expresses its pleasure in witnessing the efforts being made for a closer union between the universities and the colleges with the common schools, the recognition of the fact that the teacher's work is worthy of honor, whether performed in country school or professor's chair, and for the growing bond of unity joining teachers of all grades together.

Resolved, That the convention indorse the movement to present a testimonial to Dr. Henry Barnard.

WILLIAM F. FELTER,
R. AUSTIN KNEELAND,
CHARLES H. VERRILL,
Committee.

ELECTION OF OFFICERS.

The inspectors of election reported the following officers elected for the ensuing year :

President.—James M. Milne, Oneonta.

Vice-presidents.—A. G. Slocum, Corning; Julia Richman, New York; Ella L. Richardson, Auburn; Wayland Stearns, Mchawk.

Recording secretary.—Welland Hendrick, Saratoga.

Assistant recording secretary.—A. M. Wright, Waterville.

Transportation agent.—Harvey C. Camp, New York.

Treasurer.—C. N. Cobb, Oneonta.

Superintendent of exhibits.—John F. Woodhull, New York.

Members of the executive committee.—Channing Stebbins, Brooklyn; Chas. F. Wheelock, Canajoharie.

CONCLUSION.

President Walter B. Gunnison thanked the members of the association for the assistance given him in his endeavors to make this meeting a success, and introduced the newly elected president, James M. Milne, of Oneonta.

President Milne thanked the members for the honor conferred and promised to perform the duties of the office as well as possible, with the assistance and coöperation of the members.

Association adjourned.

APPENDIX.

EXHIBIT No. 2.

PRUSSIAN ELEMENTARY SCHOOLS.

A PAPER PREPARED AT THE REQUEST OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, BY HON. JAMES RUSSELL PARSONS, JR., OF HOOSICK FALLS, N. Y., FORMERLY SCHOOL COMMISSIONER OF THE FIRST DISTRICT OF RENSSELAER COUNTY, AND AFTERWARDS UNITED STATES CONSUL AT AIX-LA-CHAPELLE, GERMANY.

PRUSSIAN ELEMENTARY SCHOOLS.

„Alle Kinder, reiche und arme, vornehme und geringe, Knaben und Mädchen, müssen in Schulen unterrichtet, in allen Kindern muss Gottes Ebenbild wieder hergestellt, jedes muss für seinen künftigen Beruf befähigt werden.“

Drs. Schneider and Petersilie.

INTRODUCTION.

Since 1816, Prussian common schools have been the best in the world. Though much has been done to unify the systems in other parts of the Empire, nevertheless Prussian schools must not be confounded to-day with other German schools.

Prussia has no code of public instruction. This fact makes it rather difficult to secure reliable general information. The material for this report was gleaned from many sources. The principal references are to the editions (1882-1884-1887) of Giebe's "*Verordnungen betreffend das gesammte Volksschulwesen in Preussen*;" "*Preussische Statistik 101*," Berlin, 1889; the school laws of 1885, 1887, 1888 and 1889 and various Prussian school journals and official statistics.

Several German states have general school laws. For some years Prussia has been considering the advisability of a general school code. At present, with the exception of a few general laws, the schools are regulated by governmental decrees, many of which are purely local and apt to prove misleading to the foreigner.

I feel it my duty to express gratitude for kindnesses extended to me by Prussian government officials, school officers and teachers. I am indebted particularly to Kreisschulinspektor Dr. Keller and Oberlehrer Dr. Krick of Aix-la-Chapelle, also Seminarlehrer Franz Hinsin of Linnich.

Prussia is divided into fourteen provinces, viz.: East Prussia, West Prussia, Brandenburg, Pomerania, Posen, Silesia, Saxony, Schleswig-Holstein, Hanover, Westphalia, Hessen-Nassau, Rhine, Berlin, Hohenzollern.

Each province is subdivided into government departments (*Regierungs-Bezirke*), thirty-six in number for the whole kingdom.

The *Regierungs-Bezirke* are again divided into circles, called *Kreise*. Finally the *Kreise* are subdivided into districts.

Each *Regierungs-Bezirke* has a Regency (*Regierung*), presided over by the *Regierungs-Präsident*, and each province has its *Oberpräsident* (head-president).

All the gradations of public instruction are adapted to this scale of administrators.

FIRST CHAPTER.

I. SCOPE OF REPORT.

The aim of the following report is to give, in a condensed form, from the standpoint of a New Yorker, the organization, classification and work accomplished in Prussian elementary schools properly so

called. Other schools in which elementary work is done, such as the middle schools (*Mittelschulen*), are not touched upon except generally and as it becomes necessary in stating the qualifications of teachers and school commissioners.

The reader follows the would-be elementary school teacher through the elementary school, the school preparatory to the normal, the normal school and the final examinations.

An attempt is made to state clearly and concisely the minimum of work required of each Prussian child and the provisions by which the accomplishment of this work is secured.†*

II. MAINTENANCE OF ELEMENTARY SCHOOLS THE STATE'S FIRST DUTY.

In Prussia the support of the elementary schools is considered the first and most important duty of the State. Even in time of war these schools must not be closed. The teachers who have passed the final examination and received definite appointments are sure of their pay, even though the schools to which they are appointed cease to exist. Teachers in elementary schools are on the same footing with clergymen as regards freedom from the payment of taxes; they have but six weeks' instead of three years' military service, and for this time their wages as teachers and those of their substitutes as well must be paid. They are also freed from the duty of quartering soldiers in time of war. Finally, at the close of their active service, they draw pensions from the government.

III. INFERIORITIES OF THE NEW YORK ELEMENTARY SCHOOL SYSTEM.

When Prussia was defeated by the armies of the great Napoleon, she turned her attention toward the perfection of her system of education. At the close of the Franco-Prussian war, France followed the same course, which resulted in the adoption of the essential features of the elementary school system of Prussia.

The New Yorker, anxious for a high degree of perfection in the elementary schools of his State, must be struck forcibly by the following merits of the Elementary School System of Prussia. Furthermore, if sufficiently interested to push his investigations farther, he can test in France, under a republican form of government, the operations of laws assuring similar advantages:

1. *Compulsory education laws, necessitating a full and regular attendance of the children of school age.*
2. *Official courses of study fixing the work to be accomplished in each of the different grades of schools. Uniformity is thus secured in the work done in all schools of the same class.*

* The only exceptions, excluding those unfit for any intellectual training, are children mentally, morally or physically incompetent. The education of these children is cared for in special schools for dullards, reform schools and institutions for the deaf, dumb and blind. The stupid are brought as far as possible in the elementary school course, generally in regular schools, sometimes in special schools for dullards.

† "The Prussian law, which fixes a *minimum* of instruction for the elementary schools, likewise fixes a *minimum* of instruction for the middle schools (*Mittelschulen*); and there are two kinds of examination, extremely distinct, for obtaining the brevet of primary teacher for these two gradations. *The elementary instruction must be uniform and invariable, for the primary schools represent the body of the nation, and are destined to nourish and to strengthen the national unity.* This is not the case with the burgher schools, for these are designed for a class among whom a great many shades and diversities exist—the middle class. In Prussia these middle schools have, accordingly, very different gradations from the *minimum* fixed by the law." (Cousin.)

3. *Definite qualifications and experience in teaching for eligibility to the office of school commissioner.*

4. *Provisions elevating teaching to the dignity of a profession and making the tenure of office secure.*

5. *Trained teachers in rural as well as city districts and a school year of at least forty weeks.*

6. *General supervision of instruction for children of school age in private schools and families, including the qualifications of instructors.*

New York elementary schools will never compare favorably with those of Prussia without similar provisions. Until these provisions are secured, advanced schools are of secondary importance. The first duty of the State is to provide suitably for a good elementary school education.

As stated by M. Victor Cousin in 1833, primary instruction is too far advanced in Prussia to render it necessary to make very frequent reports on the subject.

Cousin reviewed carefully the state of primary instruction in Prussia in the year 1831, under the firm conviction that the experience of Germany, and particularly of Prussia, ought not to be lost upon the French people.

*"National rivalries or antipathies," said he, "would here be completely out of place. The true greatness of a people does not consist in borrowing nothing from others, but in borrowing from all whatever is good, and in perfecting whatever it appropriates. I am as great an enemy as any one to artificial imitations; but it is mere pusillanimity to reject a thing for no other reason than that it has been thought good by others. With the promptitude and justness of the French understanding, and the indestructible unity of our national character, we may assimilate all that is good in other countries without fear of ceasing to be ourselves. * * * There are branches of the public service which must be secured against all casualties by the State, and in the first rank of these is primary instruction."*

The suggestions of M. Cousin were followed in the main, though, it must be granted, after a long delay. In New York, once convinced of the necessity of reforms, we move with incredible celerity. It is interesting to note that the report of Cousin, published in 1833, emphasizes what are to-day the main defects of our system of primary instruction.

IV. SUPERIORITY OF THE PRUSSIAN ELEMENTARY SCHOOL SYSTEM.

A careful observer of the work done in Prussian elementary schools will detect, naturally enough, many imperfections, and yet he will return to this country with the feeling that Prussia is far in the lead of us. Take as an example a wealthy school district in New York State where parents are alive to the advantages of a good education. Suppose, as is often the case with us, that teachers and supervising officers are thoroughly competent, that the length of the school year approximates that of the Prussian school year, and that the attendance of the children is regular. The work done in these schools is fully equal to that done in the best Prussian elementary schools. Unfortunately, however, up to the present time, such schools have been exceptions here and not the rule as in Prussia.

Our children learn as easily as the Prussian children, but under existing laws the pupils of the average New York school district, between the ages of 6 and 14, can not compete with the children of the average school district in Prussia. It is in vain that New York State goes on spending more and more each year for educational purposes. Without legislation insuring a full and regular attendance of the children of school age; without definite uniform qualifications for supervising officers as well as teachers; without an approximate equalization of local taxation for school purposes; without State supervision of instruction given in private schools and families, we shall never attain anything approaching uniformity in the work done in our elementary schools.

It is very unjust to make the sweeping assertion that no good elementary school work is done in New York State. I have visited many schools in countries of the old world as well as in New York, and have never seen better elementary schools anywhere in the world than the best schools here at home. Every Prussian child between the ages of 6 and 14* must, except in cases of severe illness or other extraordinary cause, be present at every session of the school he attends. The lists of the children of school age, in charge of the local police (in rural districts the *Bürgermeister*), are kept so carefully that it is impossible to escape the provisions of the compulsory education laws, as much so as it is to evade the military service. Dispensations amounting to more than four weeks in the school year are never given to children under 12 years of age, and to them only when sickness in the family or other unusual cause make it advisable.† Even then such children must prove the attainment of a sufficient degree of proficiency in the work laid down by law for elementary schools. Examinations are held regularly to determine the pupils' ripeness in such work, and they may be forced to attend school beyond the close of the fourteenth year of age, when, through previous irregular attendance or lack of diligence, the results of the examination are not satisfactory. Pupils leaving elementary schools, before the close of the fourteenth year of age, to attend a higher school, must submit to the school commissioner a certificate from the director of such higher school. Again, should the pupil leave such higher school before having attained the age of 14, the director must notify the school commissioner a second time. In every province there are houses of correction for children of school age who can not be otherwise controlled. The school commissioner and *Landrath* decide as to the sending of children to these institutions. Unless the parents are very poor, they are forced to pay the costs. In 1885 there were 180 of these houses of correction (*Rettungshäuser*) in Prussia, 141 of which were established since 1848.‡

*Although the school age in some parts of the kingdom legally begins when children have attained the age of 5, yet, as a matter of fact, compulsory education laws are everywhere first enforced at the end of the sixth year of age and, except in certain districts, continue in force eight years.

“Thatsächlich wird überall das vollendete 6. Lebensjahr als Beginn der Schulpflicht behandelt, mit der Massgabe, dass in einigen Regierungsbezirken zu Ostern jeden Jahres auch solche Kinder aufgenommen werden, welche das 6. Lebensjahr erst bis zum 1. Juli, bez. 1. Oktober desselben Jahres vollenden. Die Schulpflichtigkeit besteht im Grossen und Ganzen für jedes vollsinnige Kind in Preussen thatsächlich rund acht Jahre.” (Drs. Schneider and Petersilie.)

† Children under 12 years of age are forbidden to work in factories or mines. Those between 12 and 14 are restricted by law to six hours a day.

‡ Between October 1, 1878 and March 31, 1886, 11,101 children were sent to these houses of correction (“*Statistisches Handbuch für den Preussischen Staat*,” Berlin, 1888).

Would it not be very difficult to find many children of New York who, between the ages of 6 and 14, had not absented themselves long periods from school? With us most trivial excuses are accepted, and the time lost in these eight years is considerable. It is no wonder, then, that the Prussian children of 13 and 14 are, in general, far in advance of our children of the same age. In our cities and villages, however, where the school year approximates in length that which the Prussian decrees fix definitely for their elementary schools, we contend that the children are not as far behind as we should expect them to be, when we consider their irregularity in attendance.

V. QUALIFICATIONS OF SCHOOL COMMISSIONERS.

Within the past few years, much has been done to call the attention of the people to the essential defects in our school system. There has been a great improvement all along the line, and yet, with one exception, that of uniform qualifications and examinations for teachers' certificates, the most important defects are still to be remedied.

The teachers in our public schools must now attain a certain standard, and yet, contrary to the precedents established by other countries and contrary to reason, the officers who supervise the work of these teachers, the school commissioners, have but one qualification, as the *de qua non*, that is, ability to secure a plurality of the votes cast at popular election. There are many thoroughly efficient school commissioners in the State. Under existing laws, however, these cases may be considered as accidents. The inefficient officers worry the teachers whose educational qualifications are far superior to their own; add an immense amount of unnecessary work to the Department of Public Instruction; and make our school system a laughing-stock to other countries where such inconsistencies are unknown.

In order to understand the qualifications required of school commissioners (*Kreisschulinspektoren*) in Prussia, let us review briefly the requirements of male teachers. 1. *Elementary schools*. It may be stated at the outset that almost all the male elementary school teachers are normal school graduates. To insure similarity in training and thorough knowledge of character, few foreigners and few beside normal school (*Schullehrer-Seminar*) graduates are admitted to the teaching force. From 6 to 14 the would-be teacher has attended, we suppose, an elementary school. He must then absolve the three years' course laid down for the preparatory schools (*Präparandenanstalten*). These preparatory schools (*Präparanden-Anstalten*) are special institutions which fit for the normal (*Schullehrer-Seminar*). He is now ready for the normal school. At the close of a three years' course at the normal school he is admitted to the first teachers' examination. If successful, he must next practice as candidate or assistant teacher not less than two years and not more than five years before admission to the final test (*Zweite Prüfung*). It is a most excellent idea to defer this final test until the applicant has been tried in the school-room. In this way only can decision be reached as to teaching capacity, discipline, etc. If teacher fails to pass the examination within five years, he is dropped. 2. *Middle schools*. For teachers of higher classes the same requirements with the addition of ability to teach a foreign tongue, or natural history in its broadest sense, and

the attainment of the mark "good" in all subjects at the final examination (*Zweite Prüfung*). For higher classes, a special examination provided for middle school teachers (*Prüfung der Lehrer an Mittelschulen*). There is really no gradation between elementary and middle schools. The latter merely go on somewhat further with elementary school work, introducing French, Latin and English. 3. *High schools* (*Realschulen, Realgymnasien, Progymnasien and Gymnasien*). All high school teachers, except those engaged in technical departments, must first absolve the nine years' gymnasial course, which commences at the close of the third school year. Next comes the university course of three or four years. The candidate is now ready for the State examination. The subjects for this State examination (*Staatsprüfung*) are divided into four classes: 1. The ancient languages and German; 2. Mathematics and natural sciences; 3. History and geography; 4. Religion and Hebrew. At the close of one years' practice to test teaching capacity, he receives a second certificate and is thereupon engaged provisionally. On account of strength of competition he is often forced to wait as many as six years before receiving a permanent position. The advancement to the position of head master (*Oberlehrer*) follows generally in Prussia, after the twelfth year of service, always providing that the teacher has done well in the State examination and has also been successful in teaching. 4. *Normal school teachers and directors*; directors of schools preparatory for the normal; directors of middle schools and higher schools for girls (*Töchterschulen*) must pass a special examination provided for those who are to hold such positions (*Prüfung der Rectoren*).

The school commissioners (*Kreisschulinspektoren*) are either former regular high school teachers, generally doctors of philosophy, or more rarely theologians, or former normal school teachers. All must have had practical experience in teaching. It is not regulated by law how long they must have taught, but to insure efficiency, before permanent appointment as school commissioner, they are engaged provisionally for six months or longer. As with us, school commissioner districts vary greatly in size and in number of schools.

VI. OTHER SUPERVISING OFFICERS.

In addition to the school commissioners (*Kreisschulinspektoren*), there are (2) local school inspectors, generally the clergyman or mayor; (3) boards of education, consisting of the local school inspector, local officials and from two to four citizens; there is no salary attached to these offices; and (4) the government school councilors (*Regierungsräthe und Schulräthe*); and (5) *Landräthe*. The *Kreisschulinspektor* corresponds to our school commissioner. The other officers may be compared with our (2) and (3) school trustees and boards of education, (4) State department members (5) supervisors.*

VII. RECOMMENDATION FOR NEW YORK.

The uniform examinations for teachers' certificates are now definitely established in New York. No person should be eligible to the office of school commissioner who does not hold a teacher's license

* Prussian schools excepting *Fortbildungsschulen* (for young workmen and apprentices), which are under the jurisdiction of the minister of commerce, are controlled by the minister of education at Berlin through the provincial school consistories (*Provinzialschulcollegien*), provincial and district governments.

of the first grade or its equivalent, and who has not, in addition, practical experience as a teacher. In this way, we should establish at least a *minimum* of qualifications for this important office.

VIII. COMPULSORY EDUCATION LAWS.

The necessity for effective compulsory education laws has been thoroughly canvassed in this State. We understand fully the legal provisions made by other countries in this respect. New York is most generous towards her public schools. Every year the expenses of these schools are increasing. From \$5,735,460.24 in 1865, the grand total for 1889 was \$16,691,178.24, a sum nearly equal to one-sixth the total annual cost of the maintenance of the immense standing army of the German Empire or to one-third the annual cost of public education in Prussia. We are, as a people, most generous, and yet we are always anxious to get the worth of our money. Our public schools are for the people. Here, if anywhere, under a government by the people and for the people, an elementary school education is a matter of necessity. All the children between fixed ages should be forced to improve the educational advantages the state offers. In this way only can we make good and intelligent citizens of the rising generation.

Compulsory education laws are most effective in Prussia, as will be seen from the fact that for some years, the average number of recruits to the army, without elementary school training, has not exceeded two per cent, and in many parts of the kingdom has been less than two-tenths of one per cent. The most favorable statistics come from Hohenzollern, Schleswig-Holstein, Hanover, Berlin, Westphalia and Saxony; the most unfavorable from the eastern borders.

The following published by the Prussian bureau of statistics in 1889, are the latest available figures based upon the census of 1885 (Dec. 1).*

(1) Number of children between 5 and 6 years of age....	679,267
(2) Number of children between 6 and 14 years of age..	5,225,891
	<hr/>
	5,905,158
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All those under (2) and a portion of those under (1) were subject to the compulsory education laws.

The number attending public elementary schools.	4,838,247
The number attending public middle schools, private schools, etc.....	299,280
The number excused from attendance under legal provisions.....	170,439
The number excused by reason of mental and physical infirmities.....	13,519
The number excused through lack of school accommodations.....	8,826
The number of cases of truancy reported.....	3,145
	<hr/>
	5,333,456
	<hr/>

* The official statistics contained in "*Preussische Statistik 101*," Berlin, 1889, follow those published in 1878 and 1882. They give a complete picture of the elementary schools upon May 20, 1886. More than two years were expended in the compilation and tabulation of these statistics. Complete statistics of 1890 will not be published in all probability before 1892.

Including the 679,267 between 5 and 6 there remain 571,702 to be accounted for. But only a small proportion of these children were subject to the compulsory education laws, and furthermore, many between 12 and 14 were freed from the operation of these laws. It is clear that only a very small and inconsiderable fraction escaped. Only 3,145 cases of evasion were reported and 8,826 where pupils were unable to gain admission directly through lack of school accommodations, a number less than in the city of New York alone.

IX. STATE SUPERVISION OF PRIVATE SCHOOLS.

As regards State supervision of private schools in the matter of qualifications of teachers and courses of study in the common school branches for pupils of school age, comparatively little has been said or written in this State. This discussion, however, will surely follow the enforcement of compulsory education laws. Before going abroad I had often thought of this question in reflecting upon some of our inefficient private schools. High tuition bills are far from indicating a high grade of instruction. Fortunately, most of our private schools are very good. The patrons of all these schools and all interested therein should be willing to advocate that the teachers in private schools throughout the State possess at least the qualifications of teachers in public schools. This is the provision made abroad, and I have learned to appreciate its value.

Under compulsory education laws, the State fixes a *minimum* of work to be accomplished and a given time in which it is to be done. It then becomes the duty of the State to overlook all institutions where this elementary instruction is imparted. Private schools should be tested by the State to see if this *minimum* be attained. In all matters of opinion or in all work which is not laid down by the State, the schools should enjoy perfect freedom. If, however, New York were opposed to State supervision of private schools, uniformity in elementary school work may be secured by fixing the qualifications of private school teachers and compelling pupils to pass annual examinations in the work laid down by the State. Instruction given to families could be regulated in the same way. Compulsory education, to be efficient, necessitates a high degree of carefulness. There should be no loop-holes and nothing should be left to chance, if we desire uniformity in our elementary school work.*

X. UNIFORM COURSES OF STUDY.

The work to be accomplished in each Prussian elementary school is definitely laid down by law. Each school is not a law unto itself, but to what shall be done and when and how this is to be done. I have

* "Whoever wishes to set up a private school must be subject to only two conditions from which no school, public or private, can on any pretext be exempt—the brevity of the course, given by the commission of examination, and the supervision of the committee of the *commune* and of the inspector of the department." (Cousin.)

Private elementary schools in Prussia are decreasing in number as the following table shows:

	City schools.		Rural schools.	
	1871.	1886.	1871.	1886.
Number of schools	1,382	894	486	1
Number of classes	3,744	3,266	737	
Number of pupils	93,720	68,698	13,401	8

In 1886, there were also 961 private middle schools with 68,373 pupils.

learned by practical experience that the work in ungraded schools compares most favorably with that of graded schools. The courses of study vary little except as regards division of time and classes. The reader will note this by a comparison of the courses of study for ungraded schools and schools with two departments. Indeed, inasmuch as the courses of study of schools with more classes would have involved a repetition of the same work, I have given only the division of time and general regulations for these schools.

XI. THE BEST RESULTS OFTEN OBTAINED IN UNGRADED SCHOOLS.

Upon first visiting Prussian elementary schools, I heard the statement from school commissioners that the most thorough and systematic work is often done in ungraded schools. Whatever the standard of literary qualifications may be, some teachers will lack teaching capacity, and though Prussia is very careful in practical tests of teaching capacity, nevertheless even there some incompetency will creep in. A good teacher in an ungraded school, after having had the same children eight years, will often do better work than that done in graded schools where children change teachers upon promotion to another department. In this State, however, it would be very difficult to find many ungraded schools taught by the same teacher for the period of eight years.

XII. EXPEDIENT ADOPTED TO PREVENT A TOO FREQUENT CHANGE OF TEACHERS UPON PROMOTIONS IN GRADED SCHOOLS.

Teachers are often promoted with their classes, so that they instruct the same class three or four years. In exceptional cases, where teachers are incompetent, this plan works great injustice. Generally speaking, it is advantageous both for pupils and teachers.

XIII. LENGTH OF SCHOOL TERMS AND VACATIONS.

An examination of the decrees regulating the length of vacations in different government districts shows a difference of from one to three weeks in the time elementary schools remain in session annually. Forty-two weeks is the *minimum*, forty-five weeks the *maximum*. The hours of instruction per week vary in primary and advanced divisions from twenty to thirty-two, as will be seen by reference to courses of study.* In the government districts of Magdeburg and Hanover, the elementary schools are open at least forty-three weeks annually. Patriotic festivals, viz., the Emperor's birthday and the anniversary of Sedan, and general religious festivals not occurring in regular vacations are included. Patriotic festivals are celebrated by appropriate exercises in the schools. In Jewish schools, the vacations are arranged to include the Jewish festivals.† The length of the school year for Romanists, Protestants and Jews is substantially the same. Instead of taking Saturday, as with us, Prussian elementary schools are closed Wednesday and Saturday afternoons. Upon these half-days there is no instruction except as it may be necessary to fill out the time required for gymnastics and manual training.

* Half-day schools and schools with three classes and two teachers give only twelve hours instruction weekly in the lowest division.

† In Düsseldorf, sixteen holidays are allowed for the Jewish festivals. Those not falling in regular vacations must be made up, when exceeding the number of holidays in other schools.

The rural elementary schools in the government district of Potsdam are in session forty-two and fifty-seven hundredths weeks annually, the city and suburban schools forty-two and twenty-nine hundredths. The following serves to show when the vacations occur:

City and suburban schools.

	Days.
1. Easter.....	14
2. Whitsuntide.....	4
3. Summer vacation.....	28
4. Michaelmas.....	8
5. Christmas and New Year.....	14
	<hr/>
	68
	<hr/>

Rural schools.

1. Easter.....	10
2. Whitsuntide.....	4
3. Summer vacation.....	42
4. Christmas and New Year.....	10
	<hr/>
	66
	<hr/>

In addition to the religious holidays under 1, 2 and 5, and 1, 2 and 4, the government recognizes two common to Romanists and Protestants and seven peculiar to the Romanists.

Private schools must follow the rules of public schools for the districts to which they belong.

XIV. RECOMMENDATION FOR NEW YORK.

In 1889, the average length of time the schools of New York were in session was thirty-five and five-tenths weeks. The Prussian children gain from six to ten weeks a year.

The township system, by equalizing local taxation, would enable us to increase the legal school year to at least forty weeks.

XV. PRUSSIAN ELEMENTARY SCHOOLS ARE FREE.

In this respect Prussia has passed through three stages. Under the first elementary schools were entirely self-supporting; under the second they received State aid, but were still largely self-supporting; under the third, Laws of 1888 and 1889, elementary schools were made free and the State pays a larger proportion of the cost of maintenance. Districts must pay for repairs, new buildings and cost of heating. If unwilling to provide proper school accommodations for the children of school age, they can be forced by the government to do so. Poor districts may receive special government aid to meet such expenses.*

In France the elementary schools are not only gratuitous, but books, paper, ink and school supplies generally are provided free of charge. More than this, the children of indigent parents are furnished with warm food in winter, with shoes and with clothing. In Prussia books

* In some districts the State pays the entire cost of maintaining the elementary schools. In other districts, excepting a small portion of teachers' salaries, the State pays nothing.

and school supplies are free only for the poor, who are also provided with food and clothing, that they may be enabled to attend school. Each district has its *caisse*, the revenues of which depend upon government and district grants or assessments made upon large landholders.

XVI. TEACHERS' WAGES.

The direct aim of the laws of June 14, 1888, and March 31, 1889, was to lighten the burden of local taxation for schools for children of school age. These laws have had a beneficial effect in increasing slightly the wages of teachers.

Teachers' salaries are still quite small in Prussia, particularly in the case of females. Allowances are generally made for house-rent and fuel. Teachers in rural districts are provided with a house and garden. Their salaries are often not much more than half those paid city teachers of the same grade, and yet, as regards professional training and character of work, they are fully equal to city teachers. It must be borne in mind, however, that city life is, as a rule, far more expensive than country life.

In comparing with salaries paid in New York, several things are to be considered.

1. The great difference in the purchasing power of money.
2. The absolute security of the teacher in his position.
3. The fact that he draws a pension of from one-fourth to three-fourths of his salary upon his retirement, the amount depending upon the number of years of official service.*

As the following table shows the average annual salary received by teachers in Prussia in 1886 was \$267.50. The average for the same year in New York was \$409.27. The Prussian teacher, however, received fuel and dwelling free, in addition to his regular salary.

Table A, taken from "*Preussische Statistik 101*," published at Berlin in 1889, shows the increase in teachers' wages in elementary schools from 1820 to 1886. Hohenzollern and the new provinces are not included.

Table A.

	City schools.	Country schools.	Together.
Number of teachers, 1820.....	3,745	18,140	21,885
Number of teachers, 1878.....	15,444	29,942	45,386
Number of teachers, 1886.....	18,937	33,106	52,043
Average salaries, 1820†.....	\$159 50	\$64 50	\$80 75
Average salaries, 1878.....	351 25	238 25	276 75
Average salaries, 1886.....	319 25	237 75	267 50

Small as these averages are for 1886, nevertheless they are about three and one-half times greater than in 1820. They are to be increased by the allowance made for fuel and rent.

* In 1886, there were 4,211 pensioned elementary teachers in Prussia. The average pension was \$170.25 (681 marks); 49.89 per cent of all pensions was paid by the State.

† Reckoned at four marks to the dollar.

Table B, from the same source, shows the scale of salaries for 1886 excluding special teachers such as those of industrial training for girls, referred to under special teachers.*

	Per cent of teachers
Salaries from \$37.50 to \$75.00†	00.00
Salaries from 75.00 to 112.50	00.32
Salaries from 112.50 to 150.00	05.08
Salaries from 150.00 to 187.50	14.04
Salaries from 187.50 to 225.00	21.74
Salaries from 225.00 to 262.50	20.41
Salaries from 262.50 to 300.00	12.85
Salaries from 300.00 to 337.50	07.90
Salaries from 337.50 to 375.00	05.84
Salaries from 375.00 to 412.50	03.44
Salaries from 412.50 to 450.00	02.86
Salaries from 450.00 to 487.50	01.76
Salaries from 487.50 to 525.00	01.35
Salaries from 525.00 to 562.50	00.60
Salaries from 562.50 to 600.00	00.64
Salaries from 600.00 to 637.50	00.25
Salaries from 637.50 to 675.00	00.39
Salaries from 675.00 to 712.50	00.08
Salaries from 712.50 to 750.00	00.04
Salaries above \$750.00	00.32

XVII. TOTAL COST OF PUBLIC EDUCATION IN PRUSSIA.

In 1885, the population of Prussia was 28,318,470, and the total cost of public education *per caput* was \$1.7717. Drs. Schneider and Petersilie of Berlin, in "*Preussische Statistik 101*," published in 1889, reckon the total cost for 1888, excluding army and navy schools, at \$50,192,857. This amount is divided as follows:

		Per caput.
Universities	\$3,769,405 00	\$0.1322
High schools and seminaries	6,940,119 00	0.2459
Elementary instruction	37,357,857 00	1.3187
Trade schools	2,125,476 00	0.0749
	<u>\$50,192,857 00</u>	<u>\$1.7717</u>

As will be seen, about three-quarters of the total outlay is for elementary instruction.

The sources from which these funds come are:

	Per cent.
(1) From the State	31.05
(2) From districts (<i>Kommunalverbände</i>)	46.19
(3) From revenues, funds, etc.	22.76

* Salaries advance with years of service. Male teachers with an experience of from ten to thirty years are allowed \$125, female teachers, \$87.50. This allowance is called *Alterszulage*. In schools with two or more teachers, the scale of salaries advances by \$37.50, the amount received depending upon experience in teaching.

† Reckoned at four marks to the dollar.

Of the total of \$37,357,857 for elementary instruction, the State pays 25.11 per cent. This will be raised from one-fourth to one-third by the law of 1889.

With the excessive local burdens of the past, it is a significant fact that Prussia has nevertheless maintained a very high standard in all grades of schools. In New York, we can hope to accomplish this only through an approximate equalization of local taxation for school purposes.

In Prussia, elementary instruction is the first consideration. The resolution adopted by the national assembly (*Landtag*) December 22, 1870, is a good illustration of this. It was at the very crisis of the Franco-German war, yet the *Landtag* called on the government to increase the number of normal schools and the capacity of those already existing, and “thus to put an end to the practice of filling up teachers’ vacancies by appointing unqualified individuals” (*Centralblatt für die gesammte Unterrichts-Verwaltung, Berlin, October, 1877*). The result of this call is seen by the fact that twenty-four new normal schools were founded between 1870 and 1876.

The following table shows that, as in New York, the total cost of elementary instruction in Prussia has increased very rapidly within the past twenty years:

1871	\$13,487,713 81
1878	24,051,576 90
1886	30,338,779 76

It is interesting to note the sources from which these funds came:

	1871.	1878.	1886.
Tuition bills..	\$2,499,712 86	\$3,089,411 20	\$3,775,121 43
Local taxes and funds	10,298,670 95	18,007,078 80	23,159,266 43
From the State	689,330 00	2,955,086 90	3,404,391 90
	\$13,487,713 81	\$24,051,576 90	\$30,338,779 76

Tuition bills are now done away with except in the case of non-resident pupils. The change thus brought about increased the amount given by the State to 25.11 per cent in 1888. As above stated, the law of 1889 will raise the percentage of State aid from one-quarter to one-third the total cost of elementary instruction.

SECOND CHAPTER.

I. THE GERMAN SCRIPT.

Upon first entering a Prussian elementary school, an American is struck forcibly with the amount of time wasted in learning the German written and printed characters. Mediæval German schools were fortunate at least in not having this disadvantage to contend with.

The German script is a corruption of the Roman. Up to the twelfth century the Roman was in use by all Latin and German people. This

was gradually corrupted by the monks, and the so-called German script is the result. Upon the invention of printing, this script was modified still further, giving birth to the German printed characters.

The children in the Prussian elementary schools are now forced to learn eight alphabets, while, in most all other civilized lands, it is found difficult enough to teach four. First come the German written capital letters, then the corresponding small letters. The pupils are next worried with the German printed alphabets, large and small characters. They have now learned four alphabets, the number taught in our elementary schools; but they have not yet finished their *Fibel*, the book corresponding to our Primer and First Reader, completed at the close of the second year of instruction. This *Fibel* contains two more alphabets, the Roman printed characters, large and small. The seventh and eighth alphabets, namely, the Roman written large and small letters, are taught sometimes in the third school year, but generally later. This depends largely upon the opinions of teachers and supervising officers touching the German and Latin script.

Many famous Germans, such as Jak. Grimm, Leibnitz, Wieland, Ew. v. Kleist, Bodmer, Ramler, Hoelty, Richard Wagner, have declared against the German script and printed characters. More than 100 university professors and 6,000 teachers have followed their example. Thousands of books, and scientific works very generally, are printed every year in Roman characters. Nevertheless, force of habit and a false feeling of patriotism have thus far enabled the so-called German alphabets to retain their position in the schools.

More than 250,000,000 of people use exclusively the Roman characters. They are understood throughout the civilized world. England, America, Italy, Spain and France dictate in these characters to all who would have business or other relations with them. Holland, Sweden, Denmark and Bohemia realize this fact, and are now returning to the purer forms, which were in use up to the twelfth century. In spite of the ardent defenders of this same movement, Germany hesitates, and thus preserves a very formidable barrier between herself and other civilized nations.

Every practical educator will see at once the importance of this question. Much time is wasted in learning 100 superfluous letters. These letters are studied before the pupil's handwriting is formed, and, between the German and the Roman script, it is difficult for him to write consistently.

In justice to the teaching of penmanship in Prussian elementary schools, one must admit that, in view of this great disadvantage, the results obtained are surprisingly good. The pupils write fully as well as our own. Later in life, however, when they have used both alphabets to a greater extent, confusion of the two is apt to follow. It is very easy for us to decipher the German script when written as it should be, but we must work very hard to read readily ordinary business or social correspondence. The teacher whose written work in the school-room has struck you most favorably will often write a letter, which, when cold, he himself would have difficulty in deciphering. As with us, the pupils imitate the careful written work of the teacher in the school-room, and, up to a certain age, there is little

variety. When, however, the handwriting is fully formed, that individuality comes out which gives it a distinctive character. With this individuality the German associates a greater degree of illegibility than the American.

II. ORTHOGRAPHY.

The attention of the American turns naturally from penmanship to orthography. He notes that German words are not spelled as in his school days. Accustomed to uniformity in this respect, the question interests him at once.

The orthography or *Rechtschreibung*, as the Germans call it, now taught in the Prussian schools, dates from the beginning of the school year 1880-81. It differs enough from the orthography taught prior to this date to make it rather unsafe for a father to attempt to correct the work of his children. Some of my readers have sons who have told them they knew nothing about Latin because they did not understand a quotation with the Roman or Continental pronunciation. German parents run the risk of being told by their children that they can not spell, when they write, as they often do, contrary to the new system of orthography.

The movement toward reform in English orthography has stronger advocates than is generally supposed, both in America and England. In Germany, however, the movement in a corresponding direction is much more widely felt. Far from satisfied with the system now in use, the Germans seem to be drifting toward phonetic spelling. One of the greatest safeguards with them, as with us, comes from the lack of uniformity in the systems proposed.

III. DIALECTS.

Another disadvantage under which Prussian elementary schools labor arises from the prevalence of various dialects. The children of the common people, upon first entering school, often speak and understand only the dialect of their parents. This is especially true in manufacturing districts. Many teachers gave me graphic descriptions of the difficulties encountered in endeavoring to teach High German. So great are these dialectic differences, that it often seems at first like teaching a foreign tongue.

IV. LANGUAGE USED IN TEACHING.

Since 1889, except in the case of religious instruction in districts with a large foreign population, the German language has been used universally in teaching all subjects in Prussian elementary schools. Up to 1887, the Polish language was in use in schools made up of Poles, and up to April 1, 1889, pupils in North Schleswig were taught in the Danish language.

Statistics of 1886 show that ten and thirty-five-one-hundredths per cent of the total number of children in attendance upon public elementary schools spoke only the Polish language at home. The percentage of children in whose families German was the only language spoken, was eighty-six and fifty-eight-one-hundredths. In the families of the other thirteen and forty-two-one-hundredths per cent, either

another language was spoken in addition to German, or only a foreign tongue.

Number of children in whose families only Polish was spoken.....	500,315
Number of children in whose families only Slavonic dialects were spoken.....	31,473
Number of children in whose families only Danish was spoken.....	24,088
Number of children in whose families only some language other than German was spoken.....	4,049
Total	559,925
Number of children in whose families only German was spoken.....	4,188,857
Number of children in whose families German and another language were spoken.....	89,465
Total	4,838,247

From this we see that the difficulty of teaching more or less in a foreign tongue existed in 1886 in the case of quite a considerable percentage of the school children.

With children entirely ignorant of German, the difficulty will not be overcome before the third or fourth school year.

Special text and reference-books have been issued for schools with a large foreign population. Courses of study are modified to meet the needs of such schools, and teachers receive special training therefor.

The Prussian government moved very carefully in this matter. Experiments seemed to prove the advisability of adopting the German language generally, and reports show that the results are very satisfactory.

The experiments made before adopting exclusively the German language in schools made up of foreigners were most interesting. The Minister of Public Instruction conducted these experiments in person. It was everywhere found that children who had not spoken a single German word before entering school, not only made great progress in the elementary school *curriculum* when the instruction was given in German, but also expressed themselves best in their native tongue. The ministry was at last satisfied that it was advisable to adopt the German language exclusive of all others.

V. OTHER LANGUAGE WORK.

Other language work in Prussian elementary schools differs very little from that in New York, as will be seen by reference to the courses of study. In teaching reading, the use of the alphabet method is positively forbidden in all schools. More attention is paid, later in the course, to ordinary business forms than is the case generally with us. For example, the government has supplied each school with specimens of mail matter, such as envelopes, money-orders, parcel-express blanks, etc., and pupils are instructed carefully as to their uses. The same care is shown in drawing notes, bills, receipts, etc.

Another point worthy of mention is the instruction given in memorizing proverbs, aphorisms and selections in poetry and prose. This is pushed much further than with us.

Prussia sets us a good example in her elementary schools as regards the attention paid to German literature. In our elementary schools we do not succeed as well as the Prussians in cultivating a taste for good reading.

VI. ARITHMETIC.

The time wasted in acquiring four additional alphabets is partly compensated by the time saved in arithmetic through the Metric System. Would that England and America were willing to follow the example of other countries in this respect.

The method of teaching arithmetic is that used in our best schools, and known here as the Grube method.

Mental arithmetic is practiced much more than in New York.

VII. GEOGRAPHY.

Geography, as with us, begins in the third school year with a description of the school-house and the school district. It is taught in connection with history. The pupils learn thoroughly the geography of the mother and neighboring countries. Their ideas of other parts of the world, including America, are rather vague, as a rule.

VIII. HISTORY.

History is much better taught than in most of our schools. This is deemed necessary in order to develop a spirit of patriotism and loyalty to the Emperor. There is no subject in our public schools which is so imperfectly taught as United States history. It is high time to devote our attention to modern methods of teaching this most important branch of common school work.

IX. NATURAL HISTORY.

As will be seen by reference to courses of study, natural history, in its broadest sense, receives far more attention than in New York. This work seems rather difficult for elementary schools. In fact, the government has noted a tendency toward abstract and technical instruction, and directed the school commissioners and teachers to simplify the work. This subject is considered one of the most important in the elementary school *curriculum*. To be beneficial, however, it must be very simply taught.

X. MUSIC.

It is well known that the Germans, as a people, are far ahead of us in all that pertains to music, which is an essential factor in their elementary school course. It is to be hoped that we shall soon follow their example, at least as regards attention paid to memorizing national songs. These patriotic songs not only awaken love toward the Fatherland, but also, another most important feature, tend to lessen the influence of vulgar popular music. We are far from having so fine a collection as the Germans of national songs and songs of the people.

We have, however, much that is good, and more attention should be devoted to its memorization.

It is to be noted that the Germans follow, in teaching music in elementary schools, the old system of *solfeggio* or *Solmization*, as they call it. This system is now about 800 years old.

Although courses of study suggest that singing in unison is all that teachers may expect to accomplish, except under the most favorable circumstances, experience shows that these conditions exist very often. Visitors to Prussian elementary schools will hear frequently most excellent singing in several parts. In Prussia all male elementary school teachers must be able to play more or less upon the violin. Among them there is an astonishing number of thorough musicians.

XI. PHYSICAL TRAINING.

Prussian courses of study show that considerable attention is paid to physical training. Germany suffers from the lack of a national game corresponding to English cricket or American base ball. These games, with intervals of tennis, boating, swimming and other out-of-door sports, do more toward the physical development of English and American children than the detailed instructions of the Prussian educational department regulating physical exercises. The three years' military service of the Germans is, unquestionably, the most important factor in their physical development, as a people. This service begins at twenty years of age, and, up to this time, the youth is far from having that suppleness of body and quickness of action which characterize American young men.

In Prussia the object of physical training in the elementary schools is to insure strength to complete satisfactorily the amount of mental work laid down by law. Teachers are directed to watch carefully over the health of their pupils. Special attention is paid to proper carriage and postures, near-sightedness and deafness. It is the teacher's duty to give notice of blind and deaf and dumb pupils or those threatened with blindness and loss of hearing, that same may be sent to the institutions provided for such cases.

As regards the necessity in American elementary schools of apparatus for gymnastic exercises, such as parallel and horizontal bars, etc., it may be said generally that such apparatus is needed only in city schools where children have little opportunity for physical exercise.

XII. INDUSTRIAL TRAINING FOR GIRLS.

This course in Prussian elementary schools is practical, quite thorough and inexpensive. Its object is to fit girls for domestic life. Fancy stitching is not taught. Girls learn only plain household work.

A similar course should be introduced generally in New York elementary schools.

XIII. DRAWING.

Instruction in drawing in Prussian elementary schools now follows the method of Dr. A. Stuhlmann, introduced generally by the Prussian ministry in 1887 (*Leitfaden für den Zeichenunterricht von Dr. A. Stuhlmann*—Spemann, Berlin, 1890).

Dr. A. Stuhlmann makes three divisions of the work for elementary schools.

(1) Second and third school years: Drawing with the aid of squares. (*Netzzeichnen*).

(2) Fourth, fifth and sixth school years: Free drawing of plane figures.

(3) Seventh and eighth school years: Free drawing from solid bodies.

A fourth course, also for the seventh and eighth school years, is devoted to work from plaster of Paris models.

Work in drawing is simple, systematic and thoroughly practical. It consists of the drawing of symmetrical figures, characteristic forms of plants, simple work in ornamental drawing, etc. Eye and hand are trained with especial reference to industrial drawing.

XIV. TRAINING OF CHILDREN IN THE LOVE OF THE FATHERLAND:

In Prussian schools the utmost pains are taken to foster the spirit of patriotism. The law requires that a likeness of the Emperor be placed in each school-room. Courses of study improve every opportunity to call attention to the importance of cultivating a national spirit. From the cradle, the Prussian child learns the national songs. At every step one is reminded that Prussia is a land of patriots.

In New York the appointment of Arbor Day was the first movement toward the recognition of the importance of this subject in connection with our schools. This attempt to cultivate a national spirit is most praiseworthy. Teachers and all school officers should spare no pains in developing a proper spirit of patriotism and love of our free institutions. If this were done as in Prussia, the history and geography of our own country would no longer be looked upon by pupils as dry and uninteresting.

XV. TEXT-BOOKS.

A complete list is made by the government of all text-books which may be used in the schools. This list must be followed. The director of a high school and the school commissioner in the case of an elementary school, are forced, if they desire to introduce a new book, to state the defects of the old one and the advantages of the proposed substitute and submit this statement, with a copy of the new book, to the government. There is but one time of the year in which new books may be introduced.

Prussian elementary schools use fewer text-books for pupils and more reference books for teachers than New York elementary schools.

The paper, binding and printing of our school-books is much better than that of the German books. Our books present a much more attractive appearance, but are more expensive in consequence. German text-books are often mere outlines. The first book in geography covers only the government district. Each government district uses a special book for this purpose. This peculiarity is worth of note. Another peculiarity is the text-book in the *Realien*, embracing geography, history and natural history. The readers offer at times an illustration of the danger of pushing too far a principle good *per se*. This principle is to take up only the work of standard authors. Statistics

and descriptions of America and rapidly growing cities and countries in other parts of the world, written years ago, do not give as a rule a very correct idea of the state of things to-day. Readers in present use in Prussian elementary schools contain examples establishing the justice of this criticism.

All pupils must be supplied with books. In the school lists of pupils, the occupation of the father is always given, and it is the duty of the teacher to know what children must be supplied with books. Except in the case of poverty, when books and stationery are furnished free of charge, parents and guardians can be forced by law to provide them. This happens, indeed, very seldom.

As is the case where teachers are properly trained, Prussian instructors use text-books very little in recitations. I have often been present for hours at recitations in elementary schools when the teacher did not refer a single time to a text or reference book.

Text-books are free only to the children of indigent parents. They are not printed by the government. In drawing up the official lists of text-books which may be used, care is taken to avoid an unnecessary variety. The State aims to insure uniformity in each province in the text-books used in all schools of the same class.

XVI. APPARATUS USED IN TEACHING.

Except in the case of blackboard surface, which, according to our standard, is inferior in quality and entirely inadequate in extent, Prussian elementary schools are generally far better supplied than our own with apparatus used in teaching. As will be seen from the regulations under courses of study, the government fixes definitely the *minimum* of articles required in teaching in each class. It is the exception when schools are not far more fully furnished with such apparatus than the letter of the law requires.

XVII. TEACHERS' LIBRARIES.

These libraries are under the charge of the school commissioner and a committee of his teachers. They are composed of works on pedagogics, history, natural history, school journals and reading matter of general interest to teachers. In connection therewith, one often finds very good collections of minerals, bugs, etc. These libraries are supported by and accessible to the teachers of the school-commissioner district. For a very small sum, say twenty-five cents a year, teachers have the use of books which they could not afford to buy. The regulations for these libraries, which are set up in the place of residence of the school commissioner, are very like those of our New York loaning libraries.

XVIII. INTEREST OF THE GENERAL PUBLIC IN SCHOOL WORK.

This is in striking contrast with the indifference of the people of New York. Parks and skating-rinks, botanical and zoölogical gardens, gymnasia and swimming schools, libraries and museums are opened to the school children. Teachers attend with their classes special theatrical performances of German and foreign classics.

THIRD CHAPTER.

RELIGIOUS INSTRUCTION.

Religious instruction is the foundation-stone of elementary school work in Prussia. This instruction, both in the public and in the private schools, is compulsory. It is regulated by law, is entirely impartial, and is considered an essential part of the education of each pupil. Roman Catholics, Protestants and Jews have masters of their own faith, but no one can give religious instruction who is not authorized by the general government. Except in the country, all elementary schools are confessional. In the case of these rural mixed schools, the religious belief of the teacher depends on that of a plurality of the pupils. To entitle children to special religious instruction other than that of a plurality of the pupils, there must be at least twelve pupils who demand it. When possible, it is desirable that schools unite for this purpose.

In the maintenance of local schools, Jews and Christians have the same legal rights. In Jewish secondary schools, Christian teachers are sometimes employed, but not *vice versa*. Indeed, with the exception of schools of art, of industry and of navigation, the Jews can teach only in Jewish schools. Every synagogue community is forced by law to give the necessary instruction in Judaism to children between the ages of 6 and 14. It may be said briefly that pupils must receive instruction in accordance with the religious belief of their parents. Unbaptized children of Roman Catholics or Protestants receive naturally religious instruction in accordance with the faith of their parents. A teacher can not force a pupil to receive other religious instruction than that in the faith of his parents, except at the request of these parents.

It must not be overlooked that Prussian parents can choose for their children a public school, a private school or instruction in the family. All private schools, however, are under the immediate supervision of the government, and teachers in these private schools must have the same qualifications as the teachers in the public schools. Furthermore, if instruction be given in the family, the government has the duty, through her supervising officers, to see that said instruction be an equivalent for that given in the public schools. Inasmuch as religious instruction is an essential part of the elementary school *curriculum*, the teachers must be qualified. The time-tables under Courses of Study, given in the sixth chapter, show how regular this religious instruction is, both for Roman Catholics and for Protestants.

In connection with religious instruction, it should be stated that clergymen in Prussia, are to a certain extent officers of the State. A majority receive a part of their salary, sometimes half, directly from the State treasury. They must all have absolved the gymnasial course of nine years and the university course of three or four years or a theological course in a divinity school of recognized standing.

The following is a brief summary of the principal decrees regulating religious instruction:

(1) Decision as to the character of religious instruction depends principally upon the father.

(2) It is the father's duty to see that the child receive religious instruction conformable to his faith and condition in life.

(3) Children born in wedlock must receive instruction in the religion of the father.

(4) No legal contracts can be made to change the rule *sub* 3.

(5) In the case of mixed marriages, agreements made before or at marriage to train the children in the religion of the mother have no legal force.

(6) If father and mother, however, agree as to the religious instruction their children are to receive, no third person has authority to interfere.

(7) At the death of the father, the religious instruction in his faith must be continued.

(8) No attention is to be paid to death-bed conversions to another faith.

(9) If, however, the child has received, the last entire year before death of father, religious instruction according to the mother's faith, this instruction must be continued until the said child be 14 years of age.

(10) After the death of the father, it becomes the duty of the court for guardianship (*Vormundschaftsgericht*) to see that the child receive religious instruction according to law.

(11) Children born out of wedlock receive, until 14 years of age, religious instruction according to the faith of the mother.

(12) They who assume care of a child abandoned by his parents acquire the rights of parents, and therefore, decide as to the character of religious instruction until said child be 14 years of age.

(13) The same rule holds good in the case of adopted children.

(14) When 14 years of age, children can decide for themselves as to the religious denomination to which they will belong.

(15) Before 14 years of age, no religious denomination can receive a child or permit an open confession of faith other than that to which said child belongs by law.

DIVISION OF CHILDREN OF SCHOOL AGE IN THE PUBLIC ELEMENTARY SCHOOLS ACCORDING TO RELIGIOUS FAITH UPON MAY 20, 1886.

The hours devoted to religious instruction vary from four to six weekly.

	Teachers.	Pupils.
23,122 Protestant schools with.....	* 41,539	|| 2,993,852
10,061 Roman Catholic schools with.....	† 19,632	|| 1,613,497
12 other Christian schools with.....	‡ 31	870
318 Jewish schools with.	407	13,270
503 mixed § schools with.. ..	3,141	216,758
<hr/> 34,016 <hr/>	<hr/> 64,750 <hr/>	<hr/> 4,838,247 <hr/>

* Including three of other Christian bodies.

† Including one Protestant.

‡ Including three Protestants.

§ In 318 of these mixed schools for Romanists and Protestants, there are special religious teachers.

|| 54,950 Roman Catholic pupils attended Protestant schools and 25,878 Protestant pupils, Roman Catholic schools.

FOURTH CHAPTER.

SCHOOL-HOUSES AND SITES.

Prussia labors under the disadvantage of having many school-houses which were built before much attention was paid to heating, lighting, ventilation and other sanitary arrangements. As regards school-desks, she is still very conservative. Many new elementary schools which are looked upon as models are furnished with the old desk, five and six pupils to each desk. In fact, the normal Prussian elementary school-room has but two rows of desks, one on either side, with a broad aisle in the center. Pupils near the wall, to pass out, must walk along the seat, the others leaning forward to give them a foothold.

The regulations touching school buildings are quite detailed, but, as is too often the case with us, are not always strictly enforced. These regulations, stated briefly, are as follows (Düsseldorf):

1. *School-house site.* This must be in a sunny and dry open space, remote from the most frequented streets, and from everything likely to disturb the instruction or injurious to the health of the pupils. In large districts care should be taken to choose a site near the center. Good drinking-water must be furnished. The site should be large enough to afford the necessary play-ground. If possible, the building should stand entirely free from other buildings. When necessary to build near the street, an open space should be left, that the children, in leaving the school, step not directly into the street.

2. *School-rooms.* When possible, these are to be upon the ground floor. If more than one story be necessary, the younger pupils should have the ground floor. Where special class-rooms are provided for boys and girls, they should be furnished with separate entrances.

If teacher is to reside in school-house, his apartment should be separated from the school-rooms, and, if possible, should have a private entrance. In building a school-house, care should be taken for additions which may be necessary in the future.

3. *Construction of building.* Stone or brick is the rule. Frame buildings can be built only when special local conditions make it advisable. All walls must be isolated by asphalt, glass or cement, below the ground floor and above the ground level. The roofs are to be covered with a fire-proof material. The eaves are to be provided with gutters and conductors. The floor of the school-room must be at least one-half meter above the ground, and when there is no cellar, care should be taken that same be perfectly dry. The partitions between floors should be packed, to insure quiet. Columns to support ceilings or roof should not be placed within the school-rooms. Around the building there should be a gutter, at least one meter wide, provided with conductor to carry off the water.

4. *Use of building after completion.* The new building is not to be used until thoroughly dry. In the case of buildings of brick and stone, this will not be within less than six months after the completion of the walls.

5. *Size of the school-rooms.* This depends upon the number of pupils. School-rooms for more than eighty pupils are not allowed. For every child there must be a floor space of at least three-quarters of a square

meter, in which the necessary room for passages, desks and stoves is included. A class-room for eighty children demands, therefore, a space of sixty square meters. School-rooms for less than fifty pupils must be large enough to afford floor space for each child of at least one square meter. The length of school-room should be to the breadth as three to two; only in the case of classes for less than fifty pupils is the form approaching the square permissible. The length of the room from the last desk to the blackboard should not exceed nine meters. Where school-rooms are lighted from but one side, the distance from the farthest desk to the nearest window should not exceed six meters. Ceilings under four meters are not allowed. Floor space and height must be so measured that each child, by natural ventilation, have not less than three cubic meters' space.

6. *The floor* of the school-room must be level and solid. It is advisable to oil the same.

7. *The walls* and ceiling must be smooth. The walls should be painted light blue or green (one poisonless color); the ceilings white-washed or calcimined.

8. *The doors* must be at least a meter wide, and must open outwardly. The children should face the entrance.

9. *The windows.* Care should be taken to prevent, during school hours, direct or reflected sunlight. Where this is not possible, windows should be supplied with curtains. *Marquisen*, that is, curtains of slats of wood, are especially good, in that they do not interfere with the ventilation. Curtains of dark green are best. The light should come to the pupil over the left shoulder from behind; windows facing the children are not allowed, and, only in exceptional cases, windows on both sides. The school-room is the better lighted in proportion to the height of the light above the floor. The area of the window openings must, where school building is in an open space, be at least one-fifth that of the floor space. This is to be increased where light is shut off by other buildings, trees, etc. The space between two windows along the wall should not exceed one meter and a quarter. All windows must be made to open easily.

10. *Heating.* The stoves should be so placed as to afford, so far as possible, the same temperature throughout the school-room. They should not be placed, as a rule, in the center of the school-room. The best place is generally near the long wall free from windows. They should be provided with a screen of sheet-iron or tin. Dampers in stove-pipe should never be made to close tightly. In large school buildings, central heating is recommended. To insure the proper temperature, thirteen to sixteen degrees R. (sixty-one and one-quarter degrees to sixty-eight degrees F.), a thermometer must be placed in every school-room, at least one meter and a half above the floor, and at a point where the mean temperature may be ascertained.*

11. *Ventilation.* Every school-room must be properly ventilated. Inasmuch as, during school-hours, windows should not be opened wide, the upper sashes should be made to open outwardly on a pivot.

*In elementary schools in Prussia, when thermometer registers above twenty-two degrees R. (eighty-one and five-tenths degrees F.) in the shade at 11 A. M., there is generally no afternoon session. In higher schools, this matter is in the discretion of the director.

In the opposite walls ventilators should be placed at about the same height. Care should be taken in heating that foul air be removed and fresh air introduced. The first is to be accomplished by ventilation-pipes connected with the chimney; the latter by a cold-air box under the floor, introducing cold air into the open space between the stove and covering. Where central heating is used there must be an approved system of ventilation.

12. *Halls and stairs.* These must be light, roomy and free from draughts. The main halls should not be less than two and one-half meters wide. All stairs must be convenient, never too steep. Steps before the entrance should be of stone and provided with railings. Stairways should be at least one and a quarter meters wide. The height of the steps should not exceed nineteen centimeters. Winding stairs are not allowed, nor should single flights from story to story be built without landings. The open side of stairways is to be provided with a balustrade, the other side with hand railings. In large school buildings the stairs should be of brick, iron or stone. Foot mats should be placed at the foot of each flight of stairs.

13. *Dwelling of teacher.* If in school building and for a married teacher, this must consist of five living rooms, and in addition, a kitchen, pantry, cellar and garret. For an unmarried teacher, one living and one sleeping room. For a female teacher, a kitchen, cellar and garret are also necessary. When there are several teachers' apartments in the same building, these should be properly separated. If the size of site permit, space should be given to teacher for a garden. This space must not be taken from the play-ground.

14. *Privies.* These should be without the school buildings, with separate accommodations for the sexes. They should be so placed that the prevalent winds blow not toward the school building. For eighty boys there should be at least two separate privies, for eighty girls at least three. The doors should be provided with bolts from within. Each compartment should not be less than three-quarters of a meter wide and one and one-quarter meters deep. The height of the seats, according to the age of the children, varies from thirty-five-one-hundredths to forty-five-one-hundredths of a meter. These seats must be provided with covers. The pits must be water-tight and provided with ventilating-pipes. Urinals must be provided for the boys, separated by partitions of sufficient height to leave the shoulders alone visible.

15. *Play-ground.* This should be as near as convenient to the school-house, so that, if possible, the whole may be overlooked from the school building. Each pupil must have at least two and one-half square meters space. The whole must be properly drained. The borders may be planted with trees. Each play-ground must be provided with the necessary apparatus for gymnastic exercises, and, according to need, benches. When possible, a part of the play-ground should be covered for use in rainy weather.

16. *School-desks.* These must be made with special regard to the health of the pupils. All must be provided with backs. The general rule is to bind together desk and seat so that each pupil have a space from fifty-one-hundredths to sixty-one-hundredths of a meter. Desks should be regulated in size according to the age of the children.

Desks for two pupils are recommended. Plans for the ordinary desks (for from four to six pupils) are furnished.

17. *Position of desks.* The desks should be so placed that the light falls over the left shoulder of the children. In the rear and upon the long window-side, there should be a free space of at least four meters; in front, a free space of at least two and a half meters.

18. *The teacher's desk.* This should be placed upon a platform two and one-half meters deep, one and one-fourth meters wide, fifteen-one-hundredths meters high.

19. *Blackboards, etc.* Each school-room must be provided with the necessary number of blackboards and a closet for the preservation of the objects used in teaching.

20. *When no cloak-room exists,* pegs for overcoats and hats should be placed in the school-room.

21. *New school buildings.* When, in the judgment of the *Local* and *Kreisschulinspektor*, with the concurrence of the *Landrath* and district architect, the building of a new school is deemed necessary, the district architect must submit to the government a plan with an estimate of cost. If the plan be accepted, the district builder advertises for bids for the necessary building material. The best and cheapest is taken and the district builder, who is personally responsible, goes on with the building. The wisdom of this provision is seen from the fact that such buildings never exceed the estimates, while in the case of buildings not under governmental control, the cost is often fifty per cent greater than the original estimate.

OBSERVATIONS.

New York has little to learn from Prussia as regards school buildings. Regulations are often transgressed there as here. School-rooms, as I saw, are frequently overcrowded.

The ministerial decree of March 26, 1827, fixes a limit of eighty pupils for ungraded schools and seventy for each class in graded schools. In 1886, only 53.84 per cent of all the children received instruction under these conditions.

May 5, 1873, the minister of public instruction was forced to decree that the following state of things was to be tolerated for the time being.

Under one teacher.....	From 80 to 120
Under two teachers.....	From 120 to 200
Under three teachers.....	From 200 to 300

But even these limits are often exceeded in districts where the population is rapidly increasing.

In Posen the average number of children falling to one teacher in 1886, was seventy-four in the city schools and 110 in the country schools. In fifteen of the thirty-six government districts (*Regierungsbezirke*), the average number of children, falling to one teacher, exceeded eighty in the country, and in three government districts in the city schools. In the whole kingdom there were 23,152 schools with one teacher, 6,592 of which were overcrowded. It is worthy of note that only 8,826 pupils were not received directly because of insufficient school accommodations.

Official statistics show that there were only 4,012 classes with less than 30 pupils, 1,995 of which were in ungraded schools.

With 4,838,247 pupils in her public elementary schools, Prussia employed, in 1886, 64,750 regular teachers. In New York public schools in 1886, 31,325* teachers were employed and the total number of children in attendance at any time during the year was only 1,027,767. In other words, the average number falling to one teacher in Prussia was a fraction above 74; in New York, a fraction above 32.

These figures show the great disadvantage under which we are placed by the very unequal distribution of our population. When we add to this, our most unjust system of local taxation for school purposes, it seems astonishing that small rural districts maintain the schools as they are at present. It is not surprising that all who have given the subject thought are practically unanimous in favor of the township system.

School-rooms in Prussia are often dark and poorly ventilated. Privies are frequently in the same buildings, and in mixed rural schools, proper provision is not always made for separate accommodations for the sexes.

In the erection of new buildings, the regulations are strictly enforced and class-rooms are not built to accommodate more than eighty pupils.

Of the total number of pupils in attendance upon the public elementary schools May 20, 1886, 4,706,300 were within less than two miles of the schools attended, 131,947 were at a greater distance.

FIFTH CHAPTER.

I. INSTITUTIONS FOR CHILDREN UNDER SCHOOL AGE.

Although somewhat foreign to the subject in hand, before considering the elementary schools proper, reference is made to the different institutions for children under school age.

1. *Krippen (Crèches).*

These are upon the plan first introduced at Paris, by Marbeau, in 1844. Babies, whose mothers are forced to work for a living, are kept until 2 years of age. They are cared for in these institutions upon working days, the mothers calling for them every evening.

2. *Kinderbewahranstalten.*

These are for the children of the laboring classes until 4 years of age. They were first introduced into Germany in 1802. Young children receive the care which parents are unable to give them at home.

3. *Kleinkinderschulen.*

These continue to care for the children of the poorer classes until they become of school age. France founded these institutions in 1801. They were soon adopted in Germany.

* Only 22,240 were employed for a continuous term of twenty-eight weeks or more.

4. *Kindergärten.*

These were intended originally for the children of the wealthier classes under school age. The first Kindergarten was founded by Froebel in 1840. In 1851 they were proscribed by the governments of Prussia and Saxony, upon the ground that they planted the seeds of socialism and atheism. Kindergärten were then forced to abandon the theories and organization of Froebel, and most of them adopted the name of play-schools (*Spielschulen*).

The fundamental ideas of Froebel were better understood somewhat later, and the ban placed upon Kindergärten was raised.

For some years past enthusiasts have urged, without success, the advisability of making Kindergärten public.

The institutions for children under school age were founded, for the most part, by private individuals and charitable societies. Generally speaking, the Germans recognize alone the advantages of institutions of the first three classes where, strictly speaking, no attempt is made to teach the children. In manufacturing districts, where parents can not look at all after their children during the day, such institutions are considered matters of necessity. City governments sometimes maintain these institutions.

Ministerial decrees refer to all institutions for children under school age as *Kinderbewahranstalten*, *Warteschulen* and *Kindergärten*. The names under 2, 3 and 4 are often used interchangeably. They are controlled by the State in the same manner as other private institutions and are found, as a rule, only in larger cities.

As regards the last three classes of these institutions, *Kinderbewahranstalten*, *Kleinkinderschulen* and *Kindergärten*, the government instructions to school commissioners are very strict. They must see that rooms be of sufficient size to accommodate the children enrolled; that same be properly ventilated, heated and lighted; and that the persons in charge do not encroach in the least upon elementary school work.

In some provinces considerable trouble has been occasioned by the fact that children have been kept in these institutions until 9 or 10 years of age. The following provisions for Schleswig-Holstein, from May 31, 1884, will serve to show how this matter has been regulated.

a. Private institutions for children, both under and of school age, should not be authorized except under very exceptional local conditions.

b. The time children are to attend such institutions, when authorized, must be definitely stated and is not to exceed the eighth year of age.

c. Children of school age must receive distinct elementary instruction in a separate school-room.

d. These conditions apply to all present existing institutions. If the condition *sub (c.)* can not be carried out, children of school age must leave said institutions at Easter next year.*

II. THE VARIOUS INSTITUTIONS FOR CHILDREN OF SCHOOL AGE.

The Prussian child between the ages of 6 and 14 may be in attendance upon any one of the following institutions:

* There is generally but one time of year, and that Easter, for admission of children into the elementary schools.

1. The different *Gymnasia*: The full course at these high schools lasts nine years, and begins after three years of primary instruction.

2. The *Mittelschulen*: There is really no gradation between elementary and middle schools. The latter merely go on somewhat further with elementary school work, introducing French, Latin and English. The advanced class in an elementary school of six classes may be permitted to follow the course of study for middle schools.

3. Institutions for the blind (*Blindenanstalten*).

4. Deaf and dumb asyla (*Taubstummen-Bildungsanstalten*).

5. Orphan asyla (*Waisenanstalten*).

6. Insane asyla (*Idiotenanstalten*).

7. Reform schools (*Rettungsanstalten*).

8. The elementary schools proper (*Elementarschulen*).

He may receive instruction in a public school, a private school or in the family. There are very few private schools in Prussia, however, and all are under the immediate supervision of the government. As a rule, private schools may be founded only where there is a lack of public school accommodations. Teachers in these private schools must have the same qualifications as those required by law for the public schools. In case of children instructed at home, the government school inspectors are authorized to test the qualifications of the persons who give said instruction. They can demand, furthermore, courses and hours of study to see that instruction given at home be an equivalent to the instruction given in the public schools.

Of the high schools, the most important are *Gymnasien* and *Realgymnasien*. As is seen by the following list of studies* and weekly divisions of time, the former devote a great deal of attention to the classics, the latter to modern languages, natural sciences and mathematics. As a rule, children must have attained the age of 9 before admission to *Sexta*, the lowest class in *Gymnasien* and *Realschulen*.

GYMNASIEN.

	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.
Religion	3	2	2	2	2	2	2	2	2
Language (German)	3	2	2	2	2	2	2	3	3
Latin	9	9	9	9	9	8	8	8	8
Greek .....	.....	.....	.....	7	7	7	7	6	6
French .....	.....	4	5	2	2	2	2	2	2
History and geography	3	3	4	3	3	3	3	3	3
Mathematics	4	4	4	3	3	4	4	4	4
Natural history	2	2	2	2	2	.....	.....	.....	.....
Physics .....	.....	.....	.....	.....	.....	2	2	2	2
Penmanship	2	2	.....	.....	.....	.....	.....	.....	.....
Drawing	2	2	2	.....	.....	.....	.....	.....	.....
Gymnastics	2	2	2	2	2	2	2	2	2
Music (vocal)	2	2	2	2	2	2	2	2	2
	32	34	34	34	34	34	34	34	34

* As given in the report of the Massachusetts Board of Education in 1890.

REALGYMNASIEN.

	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.
Religion	3	2	2	2	2	2	2	2	2
Language (German)	3	3	3	3	3	3	3	3	3
Latin	8	7	7	6	6	5	5	5	5
French .....	.....	5	5	4	4	4	4	4	4
English .....	.....	.....	.....	4	4	3	3	3	3
History and geography	3	3	4	4	4	3	3	3	3
Natural history.....	2	2	2	2	2	2	.....	.....	.....
Physics .....	.....	.....	.....	.....	.....	3	3	3	3
Chemistry.....	.....	.....	.....	.....	.....	.....	2	2	2
Mathematics.....	5	4	5	5	5	5	5	5	5
Penmanship	3	2	.....	.....	.....	.....	.....	.....	.....
Drawing.....	2	2	2	2	2	2	2	2	2
	29	30	30	32	32	32	32	32	32

Instruction in gymnastics and singing is given partly or entirely outside of these hours.

In 1886 there were 576 public middle schools in Prussia with an attendance of 134,937 pupils.* The following is a list of the subjects studied with weekly division of time (*“Preussische Statistik 101”*):

	I.	II.	III.	IV.	V.	VI.
Religion.....	2	2	2	3	3	3
Language (German).....	4	6	8	12	12	12
Arithmetic	3	3	3	5	5	5
Geometry	3	2	2	.....	.....	.....
Natural history.....	2	2	2	.....	.....	.....
Physics (chemistry).....	3	2	.....	.....	.....	.....
Geography	2	2	2	2	.....	.....
History	2	2	2	.....	.....	.....
French.....	5	5	5	.....	.....	.....
Drawing.....	2	2	2	2	.....	.....
Music.....	2	2	2	2	2	2
Gymnastics	2	2	2	2	2	2
	32	32	32	28	24	24

There is at least one institution for the blind (*Blindenanstalt*) in each province except Hohenzollern. In Westphalia and Hessen-Nassau there are two. The majority are public institutions. There are sufficient accommodations for the blind of school age for the whole kingdom. In 1886, there were 532 children of school age in these asyla.

In 1886, there were thirty-one insane asyla in Prussia, which cared for 1,521 children of school age. In the 170 elementary schools connected with orphan asyla and houses of correction, 10,119 children of school age received instruction in 1886. Insane asyla, orphan asyla and houses of correction are not, for the most part, public institutions. They come under the jurisdiction of the Minister of Public Instruction only in a restricted sense. As a rule, special schools are connected with houses of correction only. Orphans attend generally the regular elementary schools.

* Including also the public secondary schools for girls. In 1886, the number of boys in all middle and high schools was 217,190. The number of girls in all secondary schools was 137,661. The course of study in secondary schools for girls is from two to three years shorter than in the corresponding schools for boys. Many girls are educated in foreign countries. Statistics do not include these girls.
Drs. Schneider and Petersilie reckon that 207,000 boys as against 155,000 girls receive a secondary education.

Since 1788, forty-eight asylums for the deaf and dumb have been founded. Thirty-eight of these institutions are public and seven are maintained by large societies. In 1886, there were 3,913 children of school age in attendance. The deaf and dumb of school age are forced to attend these institutions only in the province of Schleswig-Holstein.

May 20, 1886, 4,838,247 pupils of school age were in attendance upon the public elementary schools, and there were only 299,280 pupils of school age in all other schools, public and private, which receive children of school age.

It is my aim to dwell only upon the normal divisions of Prussian elementary schools proper, for in these schools the great mass of the children of school age receive instruction. We shall, then, have a clear idea of the *minimum* of work required of each healthy child under normal conditions.

SIXTH CHAPTER.

COURSES OF STUDY IN PRUSSIAN ELEMENTARY SCHOOLS.

The normal divisions of Prussian elementary schools are as follows:

1. *The school with one teacher.* This is either the (a) *Einklassige Volksschule* (ungraded school) b) the *Halbtagsschule* (half-day school).

(a) *Einklassige Volksschule.* All children of school age receive instruction in the same school-room from the same teacher. The number of pupils should not exceed eighty.

The children of the lowest class have in the rule twenty hours per week; those of the middle and upper classes thirty hours, including gymnastic exercises for the boys and the manual training for the girls.

(b) *Halbtagsschule.* When the number of pupils exceeds eighty, or the school-room is too small to accommodate even this number, and conditions are not favorable for the appointment of a second teacher, with permission of the government, a *Halbtagsschule* (half-day school) may be organized, whose classes together have weekly thirty-two hours instruction.

2. *The school with two teachers.* Instruction must be given in separate classes. If the number of the pupils exceeds 120, a third class is to be formed. In this school, with three classes and two teachers, the third class receives twelve hours of instruction weekly, the second class twenty-four and the third class twenty-eight.

3. *The school with three teachers.* In schools of three classes, the children of the lowest class receive weekly twenty-two hours of instruction; those of the middle class twenty-eight; those of the upper class thirty-two.

4. *Schools with four or more teachers.* The pupils of the lowest classes receive weekly twenty-two hours of instruction, those of the middle classes twenty-eight, those of the upper classes thirty-two.

In schools with three or more teachers, division of the sexes is desirable in the upper classes. In a school with two teachers, the organization of two or three classes is preferable to that of two ungraded schools where the sexes are divided.

Where several ungraded schools exist in one locality, it is desirable to form a graded school.

All schools must submit annually, before the beginning of the school year, a course of study to the supervising officers. The elementary schools submit their courses of study to the school commissioners (*Kreisschulinspektoren*) and local inspectors (*Lokalschulinspektoren*), the higher schools to the provincial school consistory (*Provinzial-Schulcollegium*). The work to be accomplished is defined by ministerial decrees. This work is here outlined as briefly as possible. Slight variations exist in different government districts and modifications are made to meet local needs.

I. COURSE OF STUDY FOR UNGRADED SCHOOLS.
Einklassige Volksschulen.

1. The lowest class has twenty hours of instruction weekly, the middle class also twenty, the upper class thirty. This time is divided as follows:*

	Lowest Class.	Middle Class.	Advanced Class.
a. Religious instruction.....	4	5	5
b. Language	11	10	8
c. Arithmetic.....	4	4	4
d. Geometry	0	0	1
e. Drawing.....	0	1	2
f. Realien (geography, history and natural history)	0	6	6
g. Music.....	1	2	2
h. Gymnastics (manual training).....	0	2	2
	20	30	30

For division according to the days of the week, consult time-tables following the course of study.

Modifications of these time-tables may be authorized by the local school inspector, if they do not affect the total number of hours of instruction. Other modifications must be authorized by the government.

2. There should be three divisions of the pupils. The children of the lowest division, upon first entering school, must receive six months' practice in reading and writing the German script.

The lowest class embraces the two first years, the middle class the three following, the highest class the remaining years.

Reading forms the basis of gradation. The lowest class embraces the children who have the *Fibel* or primer and are learning to read; the second class those who are farther advanced but read with some difficulty; the first class those who read logically and with facility.

3. All schools must be supplied with the following: First, a copy of every text and reference book used in the school; second, a globe; third, a wall-map of the home province; fourth, a wall-map of Germany; fifth, a wall-map of Palestine; sixth, plates for instruction in natural history and philosophy; seventh, large alphabets of wood or

*The time pupils may work outside of school-hours is limited to one hour daily for the lowest class, one hour and one half for the middle class, and two hours for the advanced class.

of paste-board; eighth, a violin; ninth, a rule and a pair of compasses; tenth, a numerical frame; eleventh, bodies for teaching geometry; twelfth, two large blackboards; thirteenth, for Protestant schools, a Bible and a copy of the song-book used in the district.

In addition to the above, a thermometer, a likeness of the emperor, and, in Roman Catholic schools, a crucifix.

4. Records. The teacher must keep a school-register, showing the daily attendance and weekly progress of the pupils. He must also keep a history of his school-district.* The course of study and timetable must always be in the school-room.

5. Text-books, etc. First, the primer and readers; second, the primary arithmetic; third, the song-book; fourth, books for religious instruction; fifth, a slate, pencil, sponge, rule and compass; sixth, a diary; seventh, a copy-book.

Syllabus of work.

Introductory remark: Teachers should carefully prepare themselves for all lessons, the younger teachers especially with pen in hand. All work of pupils should be most conscientiously controlled.

a. RELIGIOUS INSTRUCTION (not given).

b. LANGUAGE WORK (GERMAN). The pupils should be taught to speak and write correctly. Special attention should be given to letters and common business forms. A taste for good reading should be cultivated.

Lowest Division (eleven hours). Object teaching. Pupils are led to talk about objects which are brought to their notice. The teacher is to correct, carefully, faulty enunciation and incorrect expression. Instruction in reading and writing should follow the system taught in the normal school of the district. The alphabet method is absolutely forbidden. After six months' instruction pupils should be able to divide simple statements into words, the words into syllables, and the syllables into their respective sounds. They must be able to make and read each letter according to its sound.

At the close of six months the children are made acquainted with the printed characters and the names of the letters.

When children learn to read, they should be taught to associate words, and then statements, with the objects or idea represented, to prevent thoughtless, mechanical reading.

The pieces read should be thoroughly understood by the pupils. The principal thoughts are best brought out by questions on the part of the teacher.

In addition to short proverbs, aphorisms, etc., the pupils should learn by heart some short selections from the primer. They should also have practice in repeating, in their own words, what they have read.

The children of this division learn also the Roman printed characters.

In teaching writing, the teacher explains the formation of the letters upon the blackboard.

Before leaving this third and lowest division, the pupils should be able to read with facility, correct enunciation and expression the selections they have had. They should be able to answer questions as to what they have read; reproduce all selections in their own words, and copy correctly from the primer. They should also have had some exercise in writing at dictation.

Middle Class (ten hours). Further practice in reading, with more careful attention to subject-matter and expression.

Writing must now be taken up at fixed hours, the pupils using partly pen and ink.

Pupils are now to learn the formation of the plural of nouns. Statements are made embracing nouns in the singular and plural numbers. Pupils learn to recognize and employ in statements verbs and adjectives. Next come the declensions of nouns, with the definite and indefinite articles, the comparison of adjectives, tenses and modes of verbs. All this work is taken up very simply and only through many practical examples. Pupils are taught to transpose simple sentences, and to recognize the principal parts of simple sentences.

The pupils are now ready for simple work in composition. The teacher chooses a subject, generally connected with school work, writes a short outline upon the blackboard, and the pupils complete the same, first orally and then in writing.

Before promotion to the advanced class, pupils should be able to repeat, in their own words, the substance of the selections they have read; to read the same with facility, both in the German and Roman characters, to write correctly a simple exercise at dictation, and to reproduce in writing, in their own words, any simple selection which has been taken up in the class.

Advanced Class (eight hours). In reading, about thirty selections annually are studied so carefully that the children understand well both form and subject-matter. Pupils should be taught to reproduce selections read in correct and logical order.

A number of poems, particularly *Volkslieder*, songs of the people, should be learned by heart, and repeated until fixed in memory.

* The reports of the ministry show that these histories often prove valuable in recording discoveries of antiquities, heathen burial-places, etc.

Before leaving the school, all pupils should be able to read readily and understandingly even difficult articles which, in subject-matter, are not too foreign to their line of vision.

Orthography and punctuation are taught by repeated and constant practice in reading, dictation and composition. Should special faults often occur, the teacher learns thereby to what he should devote most particularly the attention of the class.

It is necessary to drill the pupils repeatedly upon words alike in form and sound, and upon the most common foreign words used in German. This is best done by the composition of sentences, showing at the same time both the meaning and the orthography of the words in question.

Fixed hours are appointed for the perfection of the pupils in the German and Latin script. It is advisable to select for this purpose proverbs of the people, and ordinary business forms.

Pupils must learn to write neatly, legibly and in good form. Pains must be taken with all written work.

The different forms of sentences are taught, with special regard to punctuation. Pupils are drilled on parts of speech and in the analysis of sentences.

Examples are taken, so far as possible, from selections the pupils have read.

Composition, as in the middle class, is continued by exercises in reproduction. Subjects are chosen connected with the *curriculum*.

The pupils are often asked to write, at the close of a lesson, what has been learned in geography, natural history, history of the Fatherland, etc.

Written solutions of problems in arithmetic are often required. Letters must be prepared ready to post. Repeated drill upon ordinary business forms, receipts, notes, etc., is ordered.

Before graduation, pupils have considerable practice in original composition.

c. ARITHMETIC. The pupils should acquire a thorough knowledge of practical business arithmetic. They must be trained to give reasons for steps in the solution of problems. Mechanical work must be avoided. Pupils should be most carefully drilled in the system of coinage, weights and measures of the mother country. Problems should be practical. The teacher should avoid long rows of figures, beyond the comprehension of the pupils, and take up only that which will be of use to them in trade or in every-day life.

In introducing a new process, in all classes mental should precede written work.

Lowest Class (four hours). The figures from one to ten, use of objects, marks, points, crosses, etc. The numerical frame. The four fundamental processes from one to ten. Gradually extended to 100. A great variety of simple problems embracing the numbers from one to 100.

Middle Class (four hours). The figures up to 1000. The four processes are exercised by problems in mental arithmetic up to 1000, especially, however, up to 200. The pupils learn system of coinage, weights and measures. Practice in written work beyond the number 1000.

Advanced Class (four hours). Common and decimal fractions. In common fractions, children should be drilled particularly in those which come up in every day life (one-half to one-twelfth). Special care should be taken in teaching the reduction of common to decimal fractions, and this method of solution of problems involving unusual common fractions is recommended. Computations of time, ratio and proportion, percentage, interest, profit and loss, discount, partnership, alligation, area of surfaces and contents of solids.

d. GEOMETRY — *Advanced Class (one hour).* This instruction should be connected with drawing on the one hand and arithmetic on the other. By the former, pupils learn to represent correctly lines, surfaces and solids; by the latter, they understand how to compute the length of lines, the area of surfaces and the contents of solids.

This instruction should be practical, tending to meet the needs of tradesmen and farmers. It should be given in a simple manner.

The course includes lines, angles, triangles, quadrilaterals, polygons, circles and the regular solid bodies.

e. DRAWING.* Training of the eye and of the hand, is the object of the course in drawing. A taste for symmetry, regularity and beauty of form should be developed. Instruction should be practical, the aim being to afford assistance to those especially who will learn a trade.

Middle Class (one hour). Drawing begins in the middle class, and consists entirely of mechanical work, with the slate, rule and pencil, in copying lines and figures placed upon the blackboard by the teacher.

Advanced Class (two hours). This work is continued with paper and pencil. The pupils now begin free-hand drawing. The school-room, school-house, play-ground, the home, maps of the city or village and district furnish the material for mechanical and free-hand drawing. Pupils who have a special talent for drawing should be allowed to push their work further than the rest of the class.

Industrial drawing and space teaching (*Raumlehre*) demand special attention.

f. REALIEN. The *realien* include geography, history, and natural history.

GEOGRAPHY. The children should be made acquainted with the home, the Fatherland, the German Empire and the principal countries of the earth. They learn the position of the continents and of the principal heavenly bodies. Instruction in geography is principally synthetic. It must be studied through representations of the teacher upon the blackboard, through maps, charts and globes.

Middle Class (two hours). Instruction begins in this class with a description of the school-house, the home and the district. Next comes the government district, and then the province. The pupils learn also the boundaries of the Fatherland, the provinces with principal cities, the chief rivers and mountains.

Advanced Class (two hours). Review of what has been learned in the middle class. Special attention is now paid to Prussia, the German Empire and Austria. Other

* The outline here given preceded the general introduction of Stuhlmann's system, reference to which will be found in the second chapter.

European countries are next studied. Pupils learn name, position, boundaries, the most important rivers, mountains and cities.

The geographical position, boundaries, chief cities, mountains and rivers of other important countries of the world are taken up, more especially those countries which, through their history, culture or commerce, occupy prominent positions.

In mathematical geography, the following instruction is recommended.

1. Touching the horizon;
2. Touching representations of the earth, and the significance of the most important lines and points.
3. Touching the form and shape of the earth;
4. Touching the motions of the earth;
5. Touching the seasons and zones;
6. Touching the fixed stars;
7. Touching the sun and moon;
8. Touching the calendar.

HISTORY. This instruction includes the history of Prussia and the German Empire.

The aim of this instruction is to develop patriotism and loyalty toward the royal family.

Instruction in history is given by the teacher in the form of talks. History and geography should go hand in hand.

Middle Class (two hours). The children learn the names of the emperor and empress, the crown-prince and the most important men of the day. The teacher relates anecdotes of these men and remarkable periods of their lives.

The pupils are next made acquainted with the chief events in the reigns of Frederick William IV and Frederick William III. The great men of these reigns are held up to the pupils with their peculiar traits.

Thereupon the children study some of the most important events in former reigns and in the history of the chief *Kurfürsten*.

Advanced Class (two hours). Instruction is given in the early history of Germany and Brandenburg. Here only the most remarkable events are touched upon. From the time of the Thirty Years' War, however, instruction is systematic and connected.

In addition to the above, some of the most important inventions and discoveries both in ancient and modern times are taken up.

NATURAL HISTORY. The aim of this instruction is to acquaint the children with those phenomena in nature which are daily before their eyes. It is one of the most important duties of the teacher to awaken an interest in nature, to train the powers of observation, that the pupils see how much cause for reflection is given by her products and the workings of her forces.

This instruction in natural history should follow the object method. Practical experiments, when possible, are to be most highly commended.

The middle and advanced classes receive together two hours a week of instruction in natural history.

Middle Class (one hour). In summer, the children learn some of the important plants of the garden, the fields and the woods. In teaching, the teacher should have before him the plant itself or a good representation of the same.

In the winter, the children study some of the *Mammalia* and *Aves*, usually the domestic animals.

A few minerals of the district are taken up.

Advanced Class (one hour). Physiology and hygiene. The structure of the human body and the fundamental laws of health. Knowledge of plants, animals and minerals is extended.

In the vegetable kingdom, the most important are fruit-trees, grains and the ordinary vegetables used for food. Useful trees, shrubs, herbs and poisonous plants are studied. Growth and conditions of growth of plants require attention, as do also the cultivation and fertilization of the field.

Foreign and domestic products, such as cotton, tea, coffee and sugar, should be studied.

The proper division of the vegetable kingdom for the elementary schools is into (1) trees, (2) shrubs, (3) herbs, (4) grasses, (5) mushrooms, (6) mosses.

The animals studied by the children are brought under the following classification: (1) mammalia, (2) aves, (3) amphibia, (4) fishes, (5) insects, (6) worms, (7) mollusks, (8) infusoria. Foreign words are seldom used in classification.

The animals worthy of special consideration are those useful or dangerous to man; those which by size, construction or peculiarities awaken a high degree of interest. Examples—the butterfly, bee, ant, tape-worm, trichina.

Middle Class (one hour). In nature the pupils take up the most important peculiarities of air, heat, water, vapor, fog, clouds, dew, frost, rain, snow, hail, ice and storms.

The practical application of natural forces is considered, as in the gun, pumps, etc.

Advanced Class (one hour). In this division are studied the barometer, fountains and water-conduct; the ear, echo, musical instruments; the thermometer, steam engine, manufacture of gas; the effects of light and shade; colors, the mirror, the burning-glass, eye-glass, the eye and sight, the rainbow; the pulley, the lever, the scales, gravitation.

Electricity and magnetism are taught in connection with the most common applications of these forces. Pupils are given a general idea of the electric telegraph. All this work is to be treated by the object method in a simple manner.

g. Music. Vocal music is an important factor in education. It ennobles character by cultivating a taste for that which is beautiful. The pupil takes with him into life a number of songs, which will not only be a source of pleasure to him through life, but will also tend to lessen the influence of corrupt popular songs upon the general public. With this end in view, the greatest care should be taken in the selection of the songs to be learned in school. The preference should be given to those songs which awaken a love of the Fatherland.

Lowest Class (one hour). Exercises to train the voice and ear. The children learn to sing after the teacher distinct tones in the middle register to the different vowels. The

pentachord, both rising and falling, is practiced to various texts. The text of songs is read aloud by the teacher and explained. The pupils then learn the same by heart. A few simple songs should be well studied in this division.

Middle and Advanced Classes (two hours). Continuation of the above. Diphthongs are practiced in different pitches. Then follow vowels and diphthongs in connection with consonants, next syllables and words. The pentachord is extended to the scale. The chord of three and four notes is presented in different keys.

From twenty to thirty songs are practiced in addition to the religious music. Songs are sung in unison and by ear. Singing by note and in two parts can only be practiced under especially favorable conditions. A secular or religious song should begin or close all school sessions. In this way songs are best fixed in the memory of the pupils.

h. GYMNASTICS (two hours).

Middle and Advanced Classes.

1. Exercises upon the horizontal bar, and in standing.
2. Exercises with a stick; high jumping.
3. Exercises in drilling, and upon the parallel bars.
4. Exercises in hopping, and upon the horizontal bar.
5. Exercises in walking, and in broad jumping.
6. Exercises in running, and upon the parallel bars.

Simple gymnastic exercises for the lowest class should be given in the pauses.

i. MANUAL TRAINING FOR THE GIRLS (two hours). Middle and Advanced Classes. The end of this instruction is to fit the girls for domestic life. Industry should be encouraged, and a taste for neatness in personal appearance and economy in clothing. The following should be taught:

a. Knitting. Pupils should learn to do all work of this kind required in ordinary domestic life.

b. Sewing. Pupils should learn the different plain stitches and patching.

c. Easy work in sewing and stitching articles of clothing, etc., outlining, darning.

d. More difficult work in sewing and stitching articles of clothing, the cutting of linen.

Fancy stitches should not be taught in the elementary schools. Practical plain sewing is the aim of the course. With this end in view the children should repair and make articles of clothing under the direction of the teachers, bringing the necessary materials from home.

It is not enough for the teacher to show how a thing is to be done. The pupils' work must be carefully controlled, and they must be taught the technical terms necessary to express intelligently what they are doing.

Local school authorities decide as to the necessity of instruction upon the sewing-machine.

The teacher should keep a record of the work done by pupils.*

* There are many manuals of industrial work for girls. That of Agnes Schallenfled, published in Frankfurt-on-the-Main, is in quite general use.

A.

HOURS.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
MORNING.						
8-9.....	Religion, I, II, III.	Language, I, II, III.	Religion, I, II, III.	Language, I, II, III.	Religion, I, II, III.	Religion, I, II, III.
9-10.....	Language, I, II, III.	Arithmetic, I, II, III.	Language, I, II, III.	Arithmetic, I, II, III.	Language, I, II, III.	Language, I, II, III.
10-11.....	Geography, I, II.	History, I, II.	Natural History, I, II.	Geography, I, II.	History, I, II.	Natural History, I, II.
11-12.....	.....	Religion, I, II.	Gymnastics, I, II.	.....	Music, I, II.	Gymnastics, I, II.
AFTERNOON.						
2-3.....	Drawing, I.	Geometry, I.	.....	Drawing, I, II.	Language, I, II, III.	Language, I, II, III.
3-4.....	Language, II, III.	Language, II, III.	.....	Language, III.	Arithmetic, I, II, III.	Arithmetic, I, II, III.
	Arithmetic, I, II, III.	Music, I, II, III.	.....	Language, I, II, III.		

B.

HOURS.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
MORNING.						
8-9.....	Geography, I, II.	History, I, II.	Natural History, I, II.	Geography, I, II.	History, I, II.	Natural History, I, II.
9-10.....	Religion, I, II, III.	Religion, I, II, III.	Geometry, I, II, III.	Religion, I, II, III.	Religion, I, II, III.	Religion, I, II, III.
10-11.....	Language, I, II, III.	Language, I, II, III.	Language, I, II, III.	Language, I, II, III.	Language, I, II, III.	Language, I, II, III.
11-12.....	.....	Drawing, I, II.	Gymnastics, I, II.	.....	Music, I, II.	Gymnastics, I, II.
AFTERNOON.						
2-3.....	Language, I, II, III.	Music, I, II, III.	.....	Language, I, II, III.	{ Drawing, I.	{ Drawing, I.
3-4.....	Arithmetic, I, II, III.	Arithmetic, I, II, III.	.....	Arithmetic, I, II, III.	{ Language, II, III.	{ Language, II, III.
					{ Arithmetic, I, II, III.	{ Arithmetic, I, II, III.

I. Advanced class. II. Middle class. III. Lowest class.

II. THE HALBTAGSSCHULE (THE HALF-DAY SCHOOL).

As previously stated, these schools are permitted only under exceptional circumstances, that is, when the number of pupils exceeds eighty or the school accommodations are not sufficient for eighty pupils in one room, and conditions are not favorable for the appointment of a second teacher.

The two classes in these half-day schools receive together thirty-two hours a week of instruction. This time is divided as follows:

	Lower Class.	Higher Class.
Religious instruction.....	2	3
Language, realien*.....	7	10
Arithmetic, geometry.....	3	4
Music.....	0	2
Drawing.....	0	0
Gymnastics.....	0	1
	12	20

In addition to the above, two hours a week are devoted to the manual training for girls.

The course of study for ungraded schools is followed as closely as the limited time will permit.

III. COURSE OF STUDY FOR SCHOOLS WITH TWO DEPARTMENTS.

- 1. For the Primary Department:
 - a. Lower Class, twenty-two hours per week.
 - b. Higher Class, twenty-eight hours per week.
- 2. For the Advanced Department:
 - a. Lower Class, twenty-eight hours per week.
 - b. Higher Class, thirty-two hours per week.

This time is to be divided as follows:

	PRIMARY DEPARTMENT.		ADVANCED DEPARTMENT.	
	Lower Class.	Higher Class.	Lower Class.	Higher Class.
a. Religious instruction.....	4	4	4	4
b. Language.....	11	8	8	8
c. Arithmetic.....	4	4	4	4
d. Geometry.....	0	0	0	2
e. Drawing.....	0	2	2	2
f. Realien (history, geography, natural history).....	0	6	6	8
g. Music.....	1	2	2	2
h. Gymnastics, manual training	2	2	2	2
	22	28	28	32

* The *realien* embrace geography, history and natural history.

Instruction is to be given according to time-tables. The local school inspector (*Lokalschulinspektor*) can authorize changes in time-tables which do not alter the total number of hours; other changes must be authorized by the government.

Pupils are divided into classes, according to progress, as follows:

PRIMARY DEPARTMENT. The lower class has two divisions; at first, in arithmetic and reading, three divisions. These are the children of the first and second years. The higher class in the primary department is composed of the children of the third year.

ADVANCED DEPARTMENT. The lower class is composed of the children of the fourth and fifth years. The higher class is made up of the sixth, seventh and eighth years, with two subdivisions in grammar and arithmetic.

For use in teaching, the following are necessary.

1. In the primary department:

- a. A copy of each text and reference book used in the department;
- b. Large wooden or paste-board alphabets for teaching reading;
- c. A numerical frame;
- d. A wall map of the home province;
- e. Charts for use in teaching natural history;
- f. Rule and compass;
- g. Two large blackboards.

2. In the advanced department:

- a. A copy of each text and reference book used in the school;
- b. A globe;
- c. A wall map of Germany;
- d. A wall map of Europe;
- e. A wall map of Palestine;
- f. A wall map of the home province;
- g. Plates for use in teaching natural history;
- h. A violin;
- i. Rule and compass;
- j. Bodies for use in teaching geometry;
- k. Two large blackboards.

In Protestant schools, a bible and a copy of the song book used in the district.

There must be a thermometer in each class-room, a likeness of the Emperor, and in Romish schools, a crucifix.

TEACHERS' RECORDS — The teacher must keep a school register, showing daily attendance and weekly progress of pupils. The principal must keep also a history of the school district.

The time-tables and course of study for the year must always be in each school-room.

The following are the necessary books and stationery:

- (1) The primer and readers;
- (2) Arithmetics;
- (3) Song book;
- (4) Books for religious instruction;
- (5) Slate, pencil, sponge, rule and compass;
- (6) Blank books for use as
 - a. Diary;
 - b. Copy book (for penmanship);
 - c. Copy book (for orthography and language exercises);
 - d. Drawing book (for the upper classes).

Lessons should be carefully prepared by each teacher.

Younger teachers should use pen or pencil in this preparation. All work of pupils should be conscientiously regulated and supervised.

Syllabus of work.

a. RELIGIOUS INSTRUCTION (not given).

b. LANGUAGE. Correct oral and written expression of thoughts which enter into the life of the people, and ability to read good literature with profit are the aims of language work. Special attention should be paid to ordinary business forms.

PRIMARY DEPARTMENT.

Lower Class (eleven hours). Object method. The pupils are led to talk of objects within their line of vision. The powers of observation are trained by study of objects in their vicinity. School, play-ground, garden, field, forest and home afford a great variety in the material for this instruction.

Enunciation and expression receive attention.

In teaching reading and writing, the method of the normal school of the district is to be followed. The alphabet method is strictly forbidden.

At the close of the first six months, the pupils must be able to divide simple statements into words, the words into syllables, the syllables into their respective sounds. They must be able to make and read the letters representing these sounds.

At the close of the first six months the pupils learn the printed characters and the names of the letters of the alphabet.

From the outset, to prevent mechanical reading, children should be taught to associate words, and, later, statements with the objects or ideas they represent.

Each selection read must be thoroughly understood by the pupils.

Simple proverbs, aphorisms and short easy selections should be learned by heart, and repeatedly reviewed.

In teaching writing, the teacher should show upon the blackboard the formation of the letters.

Orthography is encouraged through careful attention to enunciation, attentive reading, copying and dictation.

From the very beginning, children, in writing, should be taught to use the proper punctuation.

At the close of the second school year, the children should be able to read with facility and correctness the selections they have taken; to answer simple questions as to subject-matter; to reproduce these selections orally; to copy correctly from the primer and to write from memory the proverbs and sayings learned by heart. They should have had simple exercises in dictation.

Higher Class (eight hours). In this class the reader for middle classes is used.

The instruction of the lower class is continued, with closer attention to subject-matter and expression.

Pupils are led to reproduce orally selections read. At first they will confine themselves quite closely to the words of the book. The teacher, by judicious questioning, will force pupils to express themselves more or less in their own words.

Selections in prose and poetry are to be learned by heart.

Orthography is continued as in the lower class.

Special attention is now given to

1. The use of capital letters;
2. The shortening and lengthening of vowels;
3. The *Umlautung*;
4. Hard and soft consonants at the beginning of words and syllables;
5. The finding of final consonants through lengthening words;
6. The use of the letters *t, th, dt; f, v, ph, pf; x, chs, cks, gs, ts, z.*

In writing, the forms of the German script alphabet are now taught in regular order. The pupils learn the comparative size and position of letters, the proper distance between letters and between words. Time writing is then practiced in concert.

The formation of the plural of nouns is taught. Statements are formed with personal pronouns and verbs in the present tense, and, afterward, in the past and future tenses. Adjectives are studied in the same way.

Word-building, effect of affixing the syllables *chen, lein, er, and in* to nouns; *ig, lich* and *isch* to adjectives; of prefixing the syllable *un* to adjectives.

ADVANCED DEPARTMENT.

Lower Class (eight hours). The pupils read the more difficult selections of the middle-class reader. Correct expression and a thorough understanding of the subject-matter are required. Pupils have now acquired the ability to reproduce selections from reader orally with facility, and to repeat readily that which has been learned by heart.

For practice in orthography, the selections learned by heart are written from memory and corrected by book. Simple rules are learned.

Writing is continued as above.

Pupils learn to compare adjectives and to form the indicative and imperative modes of verbs. They are drilled in the declension of nouns with and without definite and indefinite articles. All the work should be practical, the pupils forming statements and simple sentences introducing the various forms of words desired. Sentences are transposed, and the subjunctive mode is introduced.

Word building is continued. Words not understood by the pupils are best defined by practical examples, i. e., the teacher forms sentences introducing such words.

The pupils learn the parts of a simple sentence.

The pupils reproduce in writing short stories told by teacher, selections from the reader, etc.

Closer attention is given to form and style of oral expression. Composition receives attention. An effort is made to teach pupils to express themselves in writing correctly

and clearly. At first the teacher places outlines upon the blackboard. Little by little these outlines disappear, and the pupils are led to depend more and more upon themselves, after teacher has explained orally the work required of them.

Higher Class (eight hours). The reader for advanced classes is now studied. At least thirty selections are mastered yearly. The first step toward the proper understanding of a selection lies in reading same aloud faultlessly and in speaking upon its subject-matter. The greatest care must be given to correct expression.

Oral reproduction exercises are continued with greater strictness, the teacher ever requiring more and more of the pupils.

A number of poems, especially songs of the people, are learned by heart.

Before leaving school, the pupils should be able to read understandingly the more difficult selections, which, in subject-matter, are not too far above them. They should be able to express clearly and correctly the subject-matter of such selections.

Reading and the other language exercises should enable the pupils to spell and punctuate correctly. Should the same faults often occur, the teacher must devote special attention thereto. Words alike in sound and foreign words in common use demand special drill.

In penmanship the German and Latin scripts are practiced at stated hours. Proverbs and sayings of the people serve as copies.

Pupils must learn to write neatly and legibly.

The different forms of sentences are studied with reference to punctuation; parts of speech; the formation and use of participles; the declension of adjectives with and without definite and indefinite articles; the declension of pronouns; prepositions and their uses; government of verbs and adjectives; conjugation of verbs; analysis of sentences; direct and indirect discourse; word-building.

All the work is introduced and practiced with practical examples.

In composition the reproduction exercises are continued and short themes are written on familiar subjects. Pupils are often asked, at the close of a lesson in natural history, geography, the history of the Fatherland and religion, to write what they have learned.

Careful attention is paid to ordinary business forms, letters, bills, notes, receipts, etc. Letters are prepared ready to post.

All written work should be done neatly.

c. ARITHMETIC. The pupils should acquire a thorough knowledge of practical business arithmetic. They must be trained to give reasons for steps in the solution of problems. Mechanical work must be excluded. Pupils should be most carefully drilled in the German coinage, weights and measures. Long rows of figures beyond the comprehension of the pupils should be avoided, and attention paid to that which will be of use to pupils in trade or in every-day life.

In introducing new processes mental should precede written work in all classes.

PRIMARY DEPARTMENT.

Lower Class, Second Division (four hours). Object teaching. The numbers from one to ten. Use of a variety of objects, marks, lines, crosses, etc. The numerical frame. The four fundamental processes from one to ten.

Lower Class, First Division (four hours). Numbers one to 100. A variety of simple problems, embracing these numbers.

Higher Class (four hours). The numbers up to 1000. The four processes are exercised by problems in mental arithmetic up to 1000, especially, however, up to 200. Coinage, weights and measures.

ADVANCED DEPARTMENT.

Lower Class (four hours). A careful review of the work of the three preceding years. Practice in written work beyond the number 1000. The mental and written solution of a variety of simple problems in the four processes.

Higher Class, Second Division (four hours). Common and decimal fractions. The drill in common fractions should be confined quite closely to those fractions which occur in common business transactions (one-half to one-twelfth). Special care should be taken in teaching the reduction of common to decimal fractions, and this solution of problems, involving unusual common fractions, is recommended.

First Division (four hours). Computation of time, ratio and proportion, percentage, interest, discount, profit and loss, alligation, area of surfaces and contents of solids.

d. GEOMETRY.

ADVANCED DEPARTMENT.

Higher Class (two hours). This instruction should be connected with drawing on the one hand and arithmetic on the other. By the former pupils learn to represent correctly lines, surfaces and solids; by the latter they understand how to compute the length of lines, the area of surfaces and the contents of solids.

This instruction should be practical to meet the needs of tradesmen and farmers.

The course includes lines, angles, triangles, quadrilaterals, polygons, circles and the regular solids.

*e. DRAWING.** Training of the eye and hand is the object of this course. A taste for symmetry, regularity and beauty of form should be cultivated. Instruction should be practical, the aim being to afford assistance to those especially who will learn a trade.

PRIMARY DEPARTMENT.

Higher Class (two hours). Drawing begins in this class and consists of mechanical work, with slate, rule and pencil, in copying lines and figures drawn upon the blackboard by the teacher. Lines of different length and position, triangles and quadrangles are drawn, then simple objects, as table, chair, desk, etc.

ADVANCED DEPARTMENT.

Lower Class (two hours). The above work is continued, partly with paper and pencil. Pupils now commence free-hand drawing, continuing mechanical drawing. Lines and angles are drawn and then divided into a given number of equal parts. Parallelograms and simple geometrical figures are drawn.

* The outline here given preceded the general introduction of Stuhlmann's system, reference to which will be found in the second chapter.

Higher Class (two hours). Free-hand drawing is continued, and pupils with a special talent for this work are permitted to go further than the others. Industrial drawing, however, is the most important. The school-room, school-house, play-ground, the home, maps of the city or village and district furnish the material for both mechanical and free-hand drawing.

The close relation between the instruction in drawing and geometry (*Raumlehre*) should never be lost sight of.

f REALIEN. The *Realien* include geography, history and natural history.

GEOGRAPHY. The children should be made acquainted with the home, the Fatherland, the German Empire and the principal countries of the earth. They study the continents and the principal heavenly bodies. The instruction is largely synthetic and must be given through representations of the teacher upon the blackboard, through maps, charts and globes.

PRIMARY DEPARTMENT.

Higher Class (two hours). Instruction begins in this class with a description of the school-house, the home and the district. Next comes the government district, and then the province. Pupils study elementary geographical charts.

ADVANCED DEPARTMENT.

Lower Class (two hours). Continuation of above, with more detailed description of the government district and province. Pupils learn the boundaries of the Fatherland, the provinces, with their principal cities, the chief rivers and mountains.

Higher Class (two hours). Special attention is now paid to Prussia, the German Empire and Austria. Other European countries are next studied. Pupils learn name, geographical position, boundaries, the most important rivers, mountains and cities.

The geographical position, boundaries, chief cities, mountains and rivers of other important countries of the world are taken up, more especially those which, through their history, culture or commerce, demand especial attention.

In mathematical geography the following instruction is recommended:

1. Touching the horizon;
2. Touching representations of the earth, and the significance of the most important lines and points;
3. Touching the form and shape of the earth;
4. Touching the motions of the earth;
5. Touching the seasons and the zones;
6. Touching the fixed stars;
7. Touching the sun and moon;
8. Touching the calendar.

HISTORY. This instruction includes the history of Prussia and the German Empire.

The aim of this instruction is to develop patriotism and loyalty toward the royal family.

Instruction in history is given by the teacher in the form of talks. History and geography should go hand in hand.

PRIMARY DEPARTMENT.

Higher Class (two hours). The children learn the names of the emperor and empress, the crown-prince, and the most important men of the day. The teacher relates anecdotes of these men and important events in their lives.

The pupils are next made acquainted with the chief events in the reigns of Frederick William IV and Frederick William III. The great men of these reigns are held up to the pupils, with their peculiar traits.

ADVANCED DEPARTMENT.

Both Divisions together (two hours). The pupils study a few of the important events in the early history of Germany and Brandenburg. From the time of the Thirty Years' War instruction is systematic and connected.

In addition to the above, some of the most important inventions and discoveries, both in ancient and modern times, are taken up.

NATURAL HISTORY. The aim of this instruction is to acquaint the children with those phenomena in nature which are daily before their eyes. It is one of the most important duties of the teacher to awaken an interest in nature, to train the powers of observation, that the pupils see how much cause for reflection is given by her products and the workings of her forces.

This instruction in natural history should follow the object method. Practical experiments, when possible, are strongly recommended.

PRIMARY DEPARTMENT.

Higher Class (two hours). The pupils learn some of the important plants of the garden, the fields and the woods. The teacher should have before him the plant itself or a good representation thereof. In the winter the children study some of the mammalia and aves, usually the domestic animals.

ADVANCED DEPARTMENT.

Lower Class (two hours). Knowledge of plants, mammalia and aves is extended. In summer a few insects are studied; also amphibia and fishes. Attention is now given to the manner of living of the animals studied. The growth of plants and their uses are talked of. Peculiarities in the forms of plants and the bodies of animals are described.

A few minerals of the district receive attention.

Higher Class (two hours). Physiology and hygiene. The structure of the human body and the fundamental laws of health. Knowledge of plants, animals and minerals is extended. Useful trees, shrubs, herbs and poisonous plants are studied. Growth and conditions of growth. The cultivation and fertilization of the field.

Foreign and domestic products, such as cotton, tea, coffee and sugar should be studied.

The proper division of the vegetable kingdom for the elementary schools is into (1) trees, (2) shrubs, (3) herbs, (4) grasses, (5) mushrooms, (6) mosses.

The animals are brought under the following classifications:

(1) mammalia, (2) aves, (3) amphibia, (4) fishes, (5) insects, (6) worms, (7) mollusks, (8) infusoria. Foreign words are seldom used in classifications.

Mammalia and aves demand special attention, much less amphibia and fishes. The insects are also important. Animals useful or dangerous to man; those which, by size or peculiarities, awaken a high degree of interest should be studied.

Home minerals alone are studied.

ADVANCED DEPARTMENT.

Higher Class (two hours). In nature the pupils take up the important peculiarities of air, heat, water, vapor, fog, clouds, dew, frost, rain, snow, hail, ice and storms.

The practical application of natural forces is considered, as in the gun, pumps, etc. Next require attention the barometer, fountains and water conduits; the ear, echo and musical instruments; the thermometer, steam engine, manufacture of gas; the effects of light and shade; colors, the mirror, the burning glass, eye glasses, the eye and sight, the rain-bow; the pulley, the lever, the scales, gravitation.

The ordinary applications of electricity and magnetism are taken up. Pupils are given a general idea of the electric telegraph.

All this work is to be treated by the object method in a simple manner.

g. MUSIC. Vocal music is an important factor in education. It ennobles character by cultivating a taste for the good and beautiful. The elementary school graduate takes with him into life a number of songs, which will not only be a constant source of pleasure to him, but will also tend to lessen the influence of corrupt popular music. With this end in view the greatest care should be taken in the selection of songs. The preference should be given to those which foster a love of the Fatherland.

PRIMARY DEPARTMENT.

Lower Class (one hour). Exercises to train the voice and ear. The children learn to sing after the teacher distinct tones in the middle register to the different vowels. The pentachord, both rising and falling, is practiced to various texts. A few simple songs, if possible, within the compass of the pentachord, are practiced. The text of songs is read aloud by the teacher and explained. The pupils then learn the same by heart. A few simple songs should be learned in this division.

Higher Class (two hours). Continuation of the above. Diphthongs are practiced in different pitches. Then follow vowels and diphthongs in connection with consonants, then syllables and words.

ADVANCED DEPARTMENT.

Lower Class (two hours). Continuation with special reference to purity, flexibility and correct tone color. The pentachord is extended to the scale. The chord of three and four notes is presented in different keys. The pupils learn about twenty-five secular and religious songs.

Higher Class (two hours). Continuation of above. The more difficult intervals, the minor chord of three and four notes and a few songs in minor keys are practiced. Scales and chords of three and four notes in different keys receive attention. Pupils are more carefully drilled in the singing of songs. They learn about thirty secular and religious songs. Singing is in unison, though part singing is not excluded. If instruction has been given systematically from the first, it will be possible for the pupils to obtain some knowledge of notation and also learn to sing by note.

h. GYMNASTICS.

PRIMARY DEPARTMENT (*two hours*). Simple gymnastic exercises in preparation for the

ADVANCED DEPARTMENT (*two hours*). The boys have

- (1) Exercises in standing and upon the horizontal bar;
- (2) Exercises with a stick, high jumping;
- (3) Exercises in drilling, and upon the parallel bars;
- (4) Exercises in hopping, and upon the horizontal bar;
- (5) Exercises in walking, and in broad jumping;
- (6) Exercises in running, and upon the parallel bars.

i. MANUAL TRAINING FOR THE GIRLS (*two hours*). The end of this instruction is to fit the girls for domestic life. Industry should be encouraged, and a taste for neatness in personal appearance and economy in clothing. The following should be taught.

a. Knitting. Pupils should be able to do all work of this kind required in ordinary domestic life;

b. Sewing. Pupils should learn the different plain stitches and patching;

c. Easy work in sewing and stitching articles of clothing, etc., outlining, darning;

d. More difficult work in sewing and stitching articles of clothing, etc., the cutting of linen.

Fancy stitches should not be taught in the elementary schools. Practical plain sewing is the aim of the course. With this end in view, the children should repair and make articles of clothing under the direction of the teacher, bringing the necessary material from home.

It is not enough for the teacher to show how a thing is to be done. The work of pupils must be carefully controlled, and they must be taught the technical terms necessary to express intelligently what they are doing.

Local school authorities decide as to the advisability of instruction upon the sewing machine.

The teacher should keep a record of the work done by the pupils.

IV. THE SCHOOL WITH THREE CLASSES AND TWO TEACHERS.*

When, in a school with two classes and two teachers, the number of pupils exceeds 120, a third class is to be formed.

* The course of study for schools with two classes and two teachers is followed as closely as circumstances permit.

The third class has twelve hours' instruction weekly; the second class twenty-four, and the first class twenty-eight. This time is divided as follows:

	Third Class.	Second Class.	First Class.
Religious instruction.....	2	4	4
Language.....	7	8	8
Arithmetic.....	}	4	5
Geometry.....			
Drawing.....	0	1	1
Realien (geography, history and natural history)..	0	4	6
Music.....	1	1	2
Gymnastics, manual training.....	0	2	2
	12	24	28

Instruction should follow the time-table. Changes not affecting the number of hours may be authorized by the local school inspector (*Lokalschulinspektor*). Other alterations must be authorized by the government.

The children are divided into classes according to progress in studies.

The third class embraces the children of the first school year; the second class, those of the second, third, and fourth school years; the first class, children of the four following years.

There should be two divisions of the first and second classes.

Teachers must have the following articles:

(1) In the third class.

- a. A copy of the primer used in the school;
- b. Alphabetical charts for use in teaching reading;
- c. A numerical frame;
- d. A rule;
- e. A large portable blackboard.

(2) In the second class :

- a. A copy of each book used in the class;
- b. A wall map of Palestine;
- c. A wall map of the home province;
- d. Natural history charts;
- e. Rule and compass;
- f. Two large portable blackboards.

(3) In the first class:

- a. A copy of each book used in the class;
- b. A globe;
- c. A wall map of Germany;
- d. A wall map of Europe;
- e. A wall map of Palestine;
- f. Natural history charts;
- g. A violin;
- h. A rule and compass;
- i. Bodies for use in teaching geometry;
- j. Two large portable blackboards.

In Protestant schools:

k. A Bible;

l. A copy of the song-book used in the district.

Each class-room must be furnished with a thermometer, a likeness of the Emperor, and Roman Catholic schools with a crucifix.

TEACHERS' RECORDS. Each teacher must keep a register, showing daily attendance and weekly progress of pupils. The principal is to keep a history of the school district. The course of study and timetable for each class must be kept constantly in each class-room.

BOOKS, ETC. The pupils of this school require

(1) The primer and readers;

(2) The primary arithmetic;

(3) Song-books;

(4) Books for religious instruction;

(5) Slate, pencil, sponge, rule and a pair of compasses;

(6) Blank books:

a. Diary;

b. Copy book;

c. Composition book;

d. Drawing book.

V. THE SCHOOL WITH THREE CLASSES AND THREE TEACHERS.

The third class has twenty-two hours' instruction weekly; the second class has twenty-eight hours' instruction weekly; the first class has thirty-two hours' instruction weekly.

The time is divided as follows:

	Third Class.	Second Class.	First Class.
	Hours.	Hours.	Hours.
Religious instruction.....	4	4	4
Language.....	11	8	8
Arithmetic.....	4	4	4
Geometry.....	0	0	2
Drawing.....	0	2	2
Realien (geography, history and natural history)...	0	6	8
Music.....	1	2	2
Gymnastics, manual training.....	2	2	2
	22	28	32

The third class embraces children of the first and second years.

The second class embraces children of the third, fourth and fifth years.

The first class embraces children of the sixth, seventh and eighth years.

The regulations touching books, etc., for pupils and teachers, teachers' records, etc., are the same as those for schools with three classes and two teachers.

VI. THE SCHOOL WITH FOUR DEPARTMENTS.

The fourth class has twenty-two hours of instruction per week; the third class has twenty-eight hours of instruction per week; the second

class has twenty-eight hours of instruction per week; the first class has thirty-two hours of instruction per week.
This time is divided as follows:

	Fourth Class.	Third Class.	Second Class.	First Class.
	Hours.	Hours.	Hours.	Hours.
Religious instruction.....	4	4	4	4
Language	11	8	8	8
Arithmetic.....	4	4	4	4
Geometry.....	0	0	0	2
Drawing.....	0	2	2	2
Realien (geography, history, natural his- tory).....	0	6	6	8
Music.....	1	2	2	2
Gymnastics, manual training.....	2	2	2	2
	22	28	28	32

Each class has a two years' course, and is composed of two divisions.
The regulations governing teachers' records, etc., books, etc., for teachers and pupils are the same as in other schools.

VII: THE SCHOOL WITH FIVE DEPARTMENTS.

The fifth class has twenty-two hours of instruction per week;
The fourth class has twenty-two hours of instruction per week;
The third class has twenty-eight hours of instruction per week;
The second class has twenty-eight hours of instruction per week;
The first class has thirty-two hours of instruction per week.
This time is divided as follows:

	Fifth Class.	Fourth Class.	Third Class.	Second Class.	First Class.
	Hours.	Hours.	Hours.	Hours.	Hours.
Religious instruction.....	4	4	4	4	4
Language	11	11	8	8	8
Arithmetic	4	4	4	4	4
Geometry.....	0	0	0	0	2
Drawing.....	0	0	2	2	2
Realien (geography, history, nat- ural history).....	0	0	6	6	8
Music.....	1	1	2	2	2
Gymnastics (manual training)....	2	2	2	2	2
	22	22	28	28	32

The fifth and fourth classes have each a course of one year.
The third, second and first classes have each a course of two years.
The three upper classes have each two divisions.
Regulations are the same as for other schools, touching school furniture, teachers' records, books and supplies for teachers and pupils.

VIII. THE SCHOOL WITH SIX CLASSES.

The sixth class has twenty-two hours of instruction per week;
 The fifth class has twenty-two hours of instruction per week;
 The fourth class has twenty-eight hours of instruction per week;
 The third class has twenty-eight hours of instruction per week;
 The second class has thirty hours of instruction per week;
 The first class has thirty-two hours of instruction per week.
 This time is divided as follows:

	Hours.
1. In the sixth and fifth classes:	
Religious instruction.....	4
Language.....	11
Arithmetic.	4
Music	1
Gymnastics (manual training)....	2
	<hr/> 22 <hr/>
2. In the fourth and third classes:	
Religious instruction.. ..	4
Language	8
Arithmetic	4
Drawing.	2
Realien (geography, history and natural history)	6
Music.....	2
Gymnastics (manual training).....	2
	<hr/> 28 <hr/>
3. In the second class:	
Religious instruction.....	4
Language	8
Arithmetic.	4
Drawing.	2
Realien (geography, history and natural history).....	8
Music	2
Gymnastics (manual training).....	2
	<hr/> 30 <hr/>
4. In the first class:	
Religious instruction.....	4
Language.....	8
Arithmetic.....	4
Geometry.	2
Drawing.	2
Realien (geography, history and natural history).....	8
Music.	2
Gymnastics (manual training).....	2
	<hr/> 32 <hr/>

The children of the sixth, fifth, fourth and third classes are those of the first, second, third and fourth school years. The course is one year in each class. The children of the second and first classes are those of the fifth and sixth, the seventh and eighth school years. The course is two years in each class.

There are two divisions in each of the two upper classes.

Regulations touching school furniture, supplies, teachers' records, etc., are the same as those in other schools.

IX. TABLE SHOWING THE RELATIVE DISTRIBUTION OF PRUSSIAN ELEMENTARY PUBLIC SCHOOLS IN 1886.*

	Number of pupils.	Per cent.
I. Ungraded schools.....	1,146,602	23.70
II. Half-day schools (<i>Halbtagsschulen</i>).....	571,474	11.81
III. Schools with two classes and two teachers.....	415,116	8.58
IV. Schools with three classes and two teachers....	486,772	10.06
V. Schools with three classes and three teachers..	277,015	5.73
VI. Schools with four or more classes.....	1,941,268	40.12
	4,838,247	100.00

Sixty-four thousand seven hundred and fifty regular teachers were employed; 57,902 were males, 6,848 were females† In New York public schools in 1886, 31,325 teachers were employed; 5,952 were males, 25,373 were females.

DIVISION OF THE SCHOOL CHILDREN ACCORDING TO SEX.

Boys	2,422,044
Girls	2,416,203
Total	4,838,247

IN MIXED CLASSES.

Boys	1,766,807
Girls	1,745,343
Total	3,512,150
IN CLASSES OF BOYS	655,237
IN CLASSES OF GIRLS.....	670,860
Total	4,838,247

DIVISION OF CHILDREN ACCORDING TO RELIGION.

Protestant (<i>evangelisch</i>).....	3,062,856
Roman Catholic (<i>katholisch</i>)	1,730,402
Other Christian denominations (<i>sonst christlich</i>)	9,569
Jewish (<i>jüdisch</i>).....	35,420
Total	4,838,247

Eleven and eighty-one hundredths per cent of all children in attendance upon the public elementary schools received instruction in *Halbtagsschulen* (Half-day schools). These schools were classed among the normal divisions of Prussian elementary schools by decree of October 15, 1872. This step was taken under the firm conviction

* From "Preussische Statistik 101." Berlin, 1889.

† There were also 1,183 assistant teachers in addition to those of industrial training for girls.

that a teacher with a limited number of pupils of one grade can accomplish more in a few hours than with an overcrowded class of all grades in double the time. *“Es wird angenommen, dass ein Lehrer in wenigen Stunden mit einer kleineren Zahl einer Altersstufe angehöriger Kinder mehr erreiche, als mit der doppelten Zahl der Stunden in überfüllter Klasse mit Kindern aller Altersstufen.”*

COMMON SENSE

This expedient merits attention in New York, in districts not provided with sufficient school accommodations.

Between May 20, 1886 and October, 1888, 354 new public elementary schools were opened with 975 classes, 788 male and 164 female teachers and 57,017 pupils.*

SEVENTH CHAPTER.

SCHOOLS PREPARATORY TO THE NORMAL, FOR MALES.

Präparandenanstalten.

Most of these preparatory schools are the outgrowth of private undertakings. Teachers began by taking a few pupils to fit for the normal schools. From 1872 to November, 1888, thirty-two of these institutions were founded by the government. At this date there were 1,991 pupils in attendance. There are also similar private schools which receive State aid.

There are, as a rule, two teachers at each of these institutions. The principal receives from \$450 to \$600 a year, and lives in the school; the assistant from \$300 to \$450, and ten per cent of salary as allowance for rent.

The male teachers are now quite generally prepared for the normal schools in these *Präparandenanstalten*, though some enter directly from the *Mittelschulen*, *Realschulen*, *Gymnasien* or after preparation in private.

Before admission to *Präparandenanstalten* candidates must have mastered the elementary school *curriculum* of eight years.

Except under unusual circumstances candidates are admitted only once a year, at Easter time or Michaelmas.

All applicants must present :

- a. Certificate of baptism.
- b. Certificate of vaccination and good physical condition.
- c. Certificate as to educational qualifications and moral character.
- d. Statement of father that he will pay costs of tuition, etc., with certificate from proper authorities that he possesses sufficient means to do so.

Candidates are then admitted to the entrance examination, which is both written and oral, and embraces the course of study for elementary schools.

The number of pupils is generally between fifty and seventy, divided into two classes. The course covers three years. The second class has one division and should be absolved in one year. Promotion to the first class follows upon examination. The first class consists of two divisions generally instructed together.

* Since 1871 the experience of elementary school teachers has averaged about 17.5 years. The following is the table for 1871:

	Per cent.
Experience of from one to ten years.....	39.21
Experience of from eleven to twenty years	23.28
Experience of more than twenty years	37.51

The pupils are prepared for the normal school. The tuition is nine dollars a year.

These institutions are day schools, the pupils themselves providing for board, clothing, books, etc.

Candidates without means pay no tuition and receive aid to meet other expenses.

Examinations are held at the close of each term.

Semi-annual reports of studies and deportment are given to the pupils. These must be returned with signature of father or guardian.

Admission to the normal school follows upon examination. Candidates who fail must return to the preparatory school. The course of study is arranged to permit the entrance to the normal school at Easter or Michaelmas.

Course of Study.

REMARKS. Object,—The preparation of candidates for the professional training of the normal school. Instruction is given in religion, language, mathematics, history and geography, natural history, penmanship, drawing, vocal music, instrumental music (piano, violin, organ) and in French. All subjects are obligatory except French and instruction upon the piano and organ.

Instruction is to be given in a simple manner, objectively when possible. Pupils should be trained to observe closely and to think for themselves. Careful attention should be paid to correct enunciation and expression.

The pupils are encouraged to make collections of minerals, insects, etc.

RELIGION (not given).

LANGUAGE. The private reading of pupils is carefully overlooked.

Correct, easy and logical oral and written expression is the aim of the course in language. Pupils should be able to read well and reproduce, in their own words, difficult selections in poetry and prose, when the subject-matter is not too technical.

Reading. This is based upon the readers. The selections chosen should include the most important styles of prose and the principal forms of poetry. Something should be read from each celebrated national author.

Selections are studied as follows:

- a. Reading aloud by the teacher;
- b. Explanation of figures of speech and difficult expressions;
- c. Repeated reading by the pupils with especial reference to correct enunciation and expression;
- d. Subject-matter and train of thought;
- e. Free reproduction of the subject-matter, either in abbreviated form or with addition of that read between the lines; also with different dispositions of the subject-matter as to form and style;
- f. Oral and written explanation of figures of speech, difficult or technical expressions, synonymns, comparisons and the like.

Explanation of the form of selection and short sketches of the author are given. A number of poems are learned by heart.

The readers embrace also historical and geographical selections and natural history. These are carefully considered as well.

Second Class (two hours per week). Short stories, fables, parables, sayings, historical anecdotes, descriptions, geographical pictures, lyrical poems and songs and biographical sketches.

First Class (weekly two hours). In addition to the above proverbs and aphorisms, songs and elegies, legends and ballads, idyls and selections from dramas.

Biographical sketches of the lives of celebrated authors, such as Luther, S. Dach, Paul Gerhard, Gellert, Lessing, Claudius, Klopstock, Voss, Herder, Schiller, Goethe, Pestalozzi, M. Arndt, Schenkendorf, Koerner, Rückert, Uhland, Chamisso, Freiligrath, Geibel, Grimm, Hebel, Krummacher.

Remark. The course in the first class is two years. Selections are to be made so that in the second year the same forms of prose and poetry occur, but not the same pieces.

LANGUAGE (*continued*). Style is formed by written tasks taken from the reader, from the instruction in geography, history, or natural history, or from life. The subject-matter for this written work is first taken up orally in the class.

Second Class (two hours a week). Every three weeks two exercises are corrected by the teacher.

First Class (one hour per week). Every two weeks an exercise is corrected by the teacher. These exercises consist of historical sketches, short biographies, geographical descriptions, character description, explanation of synonymous expressions, proverbs, sayings and letters.

Remark. In addition to these written exercises the second class must absolve a complete course in orthography involving the rules of orthography and practice to fix these rules in mind.

The first class repeats these rules with their application.

GRAMMAR. The children learn the laws for the use of the mother tongue.

Second Class (one hour per week). Simple, compound and complex sentences; parts of speech.

First Class (one hour per week). Composition of words and sentences; punctuation.

Private reading. The school library contains geographical and historical matter, biographies of celebrated men, popular sketches, German classics and translations of

foreign classics, all of which come within the range of the pupils. The selection of the books to read is made by the pupils with the advice of the teacher. Generally, a book is read every fortnight. For practice in oral expression, the pupils must repeat before the class short episodes, descriptions, etc., of that which they have read.

MATHEMATICS. The pupils must acquire readiness in the solution of problems in arithmetic and algebra. Pupils must always be able to give reasons for each step in the solution of a problem. Repeated drill is given to fix processes in the minds of pupils.

Second Class (weekly three hours). Formation of figures. Notation and numeration. The four fundamental processes, decimals, and common fractions. Simple algebraic problems.

First Class (weekly two hours). Simple problems in algebra continued. Proportion, interest, discount, partnership, alligation, extraction of square root.

GEOMETRY. Surfaces and solids. Simple propositions and definitions of lines, angles, triangles, quadrangles, polygons and the circle. Computation of areas and contents.

Second Class (one hour per week). Instruction should be given objectively. Care should be paid to correct expression. Practice in constructing geometrical figures. Properties of lines, angles, triangles and quadrangles. Construction and computation. Divisions of solids. Properties of prisms, pyramids, cylinders, spheres and the regular solids. Computation of contents.

First Class (two hours per week). Planimetry. Lines, angles, parallel lines, figures in general and triangles in particular.

First Division. The most important propositions touching parallelograms and the circle. Practice in construction and computation.

HISTORY. The most important facts in ancient, especially Grecian and Roman History. The birth and spread of Christianity. The migration of tribes. The principal persons and facts in German History, and that of Brandenburg and Prussia.

The subject-matter is introduced by the teacher in the form of talks, the pupils learning to connect same with important persons and facts. Reproduction exercises by the pupils. The principal dates, figures and names are learned by heart and fixed through repeated drill. Historical selections from readers add interest to this instruction.

Second Class (two hours per week). The peoples of the Orient, the Greeks and Romans; birth and spread of Christianity; the ancient Germans; the migration of tribes; the empire of the Franks; Mahomet.

First Class (two hours). Pictures of mediæval and modern times.

GEOGRAPHY. The pupils learn particularly the geography of the home province, Germany and Europe; generally that of the other parts of the globe, including the five oceans and the elements of mathematical geography.

Instruction proceeds from the known to the unknown. Globes, charts and pictures should be largely used. Pupils must learn to draw maps of what has been studied. Useless details involving names and figures should be avoided.

Second Class (two hours). Form, shape and motions of the earth considered generally. Construction of maps, showing principal lines. Divisions of water and land. The geography of the home province.

First Class (two hours). Geography of Germany and Europe in particular, and that of Asia, Africa, America and Australia in general. Continuation of mathematical geography.

NATURAL HISTORY. The construction, peculiarities, manner of living, etc., of the principal animals. The elements of Physics and Chemistry through experimentation. Plants.

Second Class (two hours per week). Vegetable physiology and zoölogy. The most important plants of the neighborhood. Representatives of each class in the animal kingdom.

PHYSICS AND CHEMISTRY (one hour per week). Weight, warmth, cohesion, adhesion, compression of air, magnetism and electricity. Introduction to chemistry. Chemical terminology.

First Class (three hours per week). Pupils of the first and second years:

Review of the plants and animals considered above. Classification of the same.

Pupils of the first year:

Physiology. Structure of the human body.

Pupils of the second year:

The most important minerals.

Pupils of the first year:

Weight, magnetism and electricity, oxygen, hydrogen, nitrogen, carbonic acid gas, sulphur, phosphorus and chlorine, with their principal combinations.

Pupils of the second year:

Sound, light, warmth, metals and their combinations.

WRITING. Pupils must write neatly, legibly and with facility. They must learn to write well upon the blackboard.

The formation of letters. Practice in copy-books and upon the blackboard. Corrections should be made principally in the class. Faults of pupils should be clearly explained. Attention is first paid to neatness, legibility and correctness, then to rapidity.

Second Class (two hours weekly). The German script.

First Class (one hour weekly). The Latin and German scripts.

DRAWING. Mechanical and free-hand drawing. Training of the eye and hand. Development of taste for regularity, symmetry and beauty of form. Facility in drawing geometrical figures and simple objects in nature.

The whole class should work together, that which is to be drawn being first explained by teacher. Children should be led by questions to discover their own faults and correct the same. Practice upon the blackboard.

Second Class (two hours per week). Straight lines varying in length, position and thickness. Division of these lines into parts. Angles and division of the same into

parts. Symmetrical figures drawn within squares. Curved lines, and figures with curved lines.

First Class (two hours per week). Drawing of right-angled bodies and circular bodies before the eyes of pupils. Drawing of symmetrical figures, characteristic forms of plants and simple work in ornamental drawing.

MUSIC, I. Vocal. Pupils should learn by heart about twenty religious and secular songs. They should learn to read at sight easy hymns and songs of the people. Texts of songs are carefully explained. Attention is then devoted to key, rhythm, interval and time. The proper breathing places are indicated.

At the beginning of each lesson a scale is practiced or an exercise in finding different intervals is studied.

The two classes are combined and have two hours instruction weekly. The songs and hymns to be practiced are definitely stated.

II. Instrumental, piano. The pupils learn to play well all major and minor scales, also easy studies, sonatinas and sonatas. In each piece careful attention is given to key, rhythm and time. A new piece is first played with one, then with two hands. Good position of hand and arm, precision of touch and ease of execution are attended to.

Pupils are divided according to capacity. Each division has one hour per week. Attention is given to careful gradation of the work.

III. Violin. The principal major and minor scales in the first position. Facility in playing hymns and songs previously practiced. Ability to read easy music at sight. Most careful attention to holding of instrument; to good and easy bowing; to firm position of the first finger; to style and correctness in playing in concert.

Pupils are divided according to capacity. Each division has one hour per week.

IV. Music in general. Pupils learn the different clefs, rhythms and keys, the usual foreign terms and definitions of time, the doctrine of intervals and tone relations. One hour of instruction weekly.

By examples upon the blackboard the proper understanding is facilitated and the pupil thereby led to the independent solution of given tasks. The basis of instruction in this branch is Widmann's "Harmony, Melody and Form," and, chiefly, Draht's "Theory of Music."

V. Harmony. The pupils learn to name and play in all positions and inversions the major and minor triad, and the chord of the dominant seventh. The formation of the triads and seventh chord is explained upon the blackboard and instrument, and fixed by repeated drill in the different keys. One hour of instruction weekly for each class.

VI. Organ. Pupils learn the elementary manual and pedal exercises; to play at sight four-part hymn tunes and to play from memory easy selections.

Careful attention should be given to fingering, change of fingers on the same key, playing together with two hands, use of pedals (heel and toe). Necessary instruction in the use of stops is given.

The first exercises should be most carefully drilled.

The pupils are divided according to capacity. Each division has one hour of instruction weekly. The school for the organ of Schütze and the preludes of Baumert.

FRENCH. Pupils are permitted to take this course only when all other work is thoroughly satisfactory.

The pupils study carefully a French Elementary Grammar, learning to translate easy exercises from German into French and from French into German.

Drill in punctuation and orthography. Rules are always fixed in mind by practical examples. From the beginning pupils are taught to understand easy sentences in French, and later questions. The simplest rules give material for comparison of the two languages. The selections in reader are first translated literally, then into good German, finally re-translated into French. These selections afford subject-matter for dialogues with the pupils, bringing into practice the words and rules learned.

Second Class (weekly, two hours). Lessons 1-59, Elementary Grammar by Ploetz. Drill upon all forms of *avoir* and *être*. After finishing the first forty lessons, the first and second conjugations are learned.

First Class (weekly, two hours). Lessons 60-91, Ploetz, Elementary Grammar. Thorough drill of the four conjugations. Division A finishes the elementary reader.

GYMNASTICS. Candidates learn all exercises included in the "*Neuer Leitfaden für den Turnunterricht in den Preussischen Volksschulen*" (New Manual for Gymnastic Instruction in Prussian Elementary Schools). Each hour of instruction in gymnastics begins with exercises standing, then moving and drilling, finally with gymnastic apparatus.

All pupils work together two hours a week in gymnastics, following the manual.

EIGHTH CHAPTER.

NORMAL SCHOOLS FOR MALE TEACHERS.*

Normal schools are called teachers' seminaries in Prussia. They are smaller and more numerous than our own.

In October, 1888, there were 107 State normal schools for males in Prussia, with an attendance of 8,507, of which number 3,031 were day

* Formerly many male elementary teachers were not graduates of normal schools. The fact that all are now held rigidly to the same requirements has driven almost all to the normal schools. "Es giebt für alle Lehrer nur einen Weg der Vorbildung. Dieselbe wird ihnen im engsten Anschlusse an die Aufgaben, bezw. an den Lehrplan der Volksschule ertheilt, indem sie sich auf Vertiefung und Ergänzung der dort gewonnenen Kenntnisse beschränkt." (Drs. Schneider and Petersilie.)

students. Except in seven cases, no normal school had more than 100 pupils; thirty-five had less than seventy; thirty-eight were for boarders only; thirty-two had day pupils alone, and thirty-seven had both.

With several exceptions, all normal schools are situated in small villages. As a rule, they are not as well built or furnished as similar institutions here. There are always one or more practice-schools connected with each institution.

There are 165 practice-schools (*Uebungsschulen*) in connection with the normal schools; 19,760 pupils were in attendance in 1886. These schools had 478 classes, 159 for boys, 36 for girls, and 283 mixed classes.

Upon entering the normal schools, pupils must have had a good common school education, and, excepting pedagogics, must be familiar with the subject-matter of all branches taught. This accounts in a large measure for the thoroughness of the professional training received.

Tuition is free at all normal schools. In boarding-schools, lodging, heating and light are free. Candidates without means receive further aid — in boarding-schools, amounting to twenty-two dollars and fifty cents; in day-schools, to thirty-seven dollars and fifty cents annually. Graduates are bound to serve at least three years subject to the direction of the government, under the penalty of forfeiting the cost of instruction and living expenses advanced. Tuition in such cases is reckoned at fifteen dollars annually.

Students are generally sons of farmers, tradesmen or teachers. Few come from higher ranks of society.

Each normal school has a director, a first teacher, four ordinary teachers and an assistant.

In addition to free dwelling or the legal allowance therefor, the salaries paid are as follows:

Director	\$900 to \$1,200
First teacher	675 to 825
Ordinary teachers.....	425 to 675
Assistant.....	300

Teachers are generally either clergymen or former high and elementary school instructors.

Opportunity is afforded the members of the faculty to visit other normal schools. Through conferences and school revisions normal school teachers are brought frequently in contact with elementary teachers.

Examinations for admission to the normal schools are held once each year before the beginning of the term. Candidates of good moral character and good physical condition not under 17 years of age, nor more than 24, possessing means to meet expenses, are admitted to this examination, whether prepared in middle schools, Realschulen, Gymnasien, Präparandenanstalten or in private.

Applications must be made at least three weeks before the examination. More than three trials are not permitted.

With the application, candidates must present:

1. Certificate of baptism (birth certificate);
2. Certificate of vaccination and good physical condition;

3. Certificate as to moral character;

4. Statement, legalized by local authorities, of father or guardian that means are at hand to pay living expenses.

Special permission of the provincial school consistory (*Provinzial-Schulcollegium*) is required for the admission of candidates more than 24 years of age.

Candidates who pass the entrance examination before appointment are reëxamined as to physical condition by the normal school physician.

The examination is conducted by the normal school faculty with a commissary of the provincial school consistory as chairman. School commissioners and preparatory school teachers (*Präparandenbildner*) of the district may be present.

The examination is both oral and written. In the written examination the candidate must write a short theme upon a given subject, and answer a number of questions covering the subject-matter of the examination. These questions should not require more than two or three minutes' time each. The committee is authorized to shut out from further examination pupils who show themselves deficient in the written work. The oral examination covers all subjects taught in the normal school, except pedagogics. Each normal school teacher examines in the subject in which he instructs in the normal school. The whole faculty of the normal school should be present. When this is not the case, the candidates should be classed according to the number of teachers present; nevertheless, when difference of opinion exists as to maturity of candidate for normal school, he must be reëxamined in doubtful subjects before the whole faculty.

The principal subjects are: 1. Religion; 2. Language; 3. Arithmetic and Geometry; 4. Music; 5. Realien and History. (Realien *i. e.*, Geography and Natural History.)

Candidates who fail in any one of these subjects will be received only when all other work attains a high degree of excellence. When an imperfect examination in music is attributable to lack of ear, the candidate may be received. Failure in the examination upon the organ is not sufficient cause for debarring a candidate.

This entrance examination must prove proficiency of pupils, as follows:

a. RELIGION. (Not given);

b. LANGUAGE. 1. Parts of speech, composition of words and analysis of sentences. The candidate must be able to give practical applications of rules in proverbs, or quotations from national authors;

2. He must be able to read readily at sight, with correct enunciation and expression. He must explain what he has read, defining words and analyzing sentences;

3. He must know the principal forms of poetry, and recognize the same. He must be able to repeat from memory poems of Schiller, Uhland, Rückert, etc., with good expression, explaining the subject-matter;

4. He must be able to write correctly and grammatically, and compose short themes on given subjects.

c. ARITHMETIC. Facility and correctness in the solution of problems in mental arithmetic; a thorough knowledge of the method of solution upon the blackboard.

The four fundamental processes, common and decimal fractions, ratio and proportion, business arithmetic, including alligation. Problems in elementary algebra.

The candidate must work with facility and surety, showing that he understands reasons for processes used.

d. GEOMETRY. Elements of plane geometry. Computation of area of surfaces and contents of solids.

e. GEOGRAPHY. General knowledge of the parts of the globe and the five oceans, more particular knowledge of Europe, especially Germany. The principal points in mathematical geography.

f. HISTORY. Principal events in ancient history, such as the Trojan war, the Persian wars, the bloom of Greece, Alexander the Great, the foundation of Rome, the Kings, expulsion of the Tarquins, Camillus, the Gauls, the Punic wars, etc. The birth and spread of Christianity, the migration of tribes; principal persons and events in the history of Germany, Brandenburg and Prussia up to date. The most important dates only are desired.

g. NATURAL HISTORY. The candidate must prove his knowledge of the three kingdoms by the explanation of important specimens of each class under adopted classifications. More detailed information is required touching the cultivated and poisonous plants, the *fauna* and *flora* of the home. The elements of chemistry. It is desirable that candidate prepare for examination by practical course in experimentation.

h. PENMANSHIP. Ease in correct writing on paper and on the black-board. All written work must be orderly, neat and legible.

i. DRAWING. Free-hand and mechanical drawing. Practice required in blackboard drawing.

j. MUSIC. Candidates must be able to sing, from memory, with a fair degree of correctness, twenty of the best known secular and religious songs. They must be able to read at sight simple hymns and songs of the people.

Candidates should be able to play correctly on the piano all major and minor scales; to play from memory easy studies and sonatas; to read, at sight, simple selections. They should play readily and correctly upon the violin the most important major and minor scales in the first position. Hymns and songs, learned by heart, must be played from memory, and easy music at sight. A good foundation in the *technique* of the instrument is the first requisite.

In general musical knowledge, the examination covers clefs, rhythms and keys, the usual foreign terms and definitions of time, the doctrine of intervals and tone relations.

In harmony, candidates must name and play the major and minor triad and the chord of the dominant seventh in all positions.

In organ-playing, the candidates must know the elementary manual and pedal exercises, play simple four-part hymns at sight and simple selections from memory.

k. GYMNASTICS. Candidates must be ready to perform all exercises contained in the "New Manual for Gymnastical Instruction in Prussian Elementary Schools."

ORGANIZATION OF NORMAL SCHOOLS AND COURSES OF STUDY.

Each normal school should be connected with a graded and ungraded practice school.

The work in the practice school is under the charge of the director of the normal school, through a special teacher as *Ordinarius*.

The position of *Ordinarius* is given to one of the normal school instructors.

The course in the normal school covers three years.

In the third class, the pupils do not teach in the practice school. An effort is made toward uniformity, to prepare the class, as a unit, for professional training. Introduction to pedagogics.

In the middle class the pupils extend their knowledge of all subjects which they are to teach. They are present at classes in the practice school, attending carefully to the instruction given, assisting the teacher and conducting themselves class exercises. Continuation of pedagogics.

In the highest class, the pupils finish the course of study at the normal school, receiving instruction for subsequent work in preparation for the final examination, which occurs not less than two nor more than five years after graduation. They are given systematic instruction in the practice school under the oversight of the *Ordinarius*. No pupil should have less than six or more than ten hours per week as teacher. Before graduation each one must have instructed at least in arithmetic, religion, language, music, and one of the other subjects. There must be, at least three times a year, a change in the division of work. Before such change the pupil must conduct an examination in the presence of the normal school faculty.

The teacher must keep a register, showing in detail the work which has been accomplished by weeks. This serves as the basis for reviews and examinations. Examinations are held at the close of each term. They embrace all subjects taught, and are held in the presence of the normal school faculty. If pupil is not ready for promotion he should leave the school. Permission may be given, however, to repeat the work of his class, if good reasons make same advisable.

The following shows the weekly distribution of time in the various subjects:

	First year.	Second year.	Third year.
Pedagogics	2	2	3
Religion.....	4	4	2
Language	5	5	2
History	2	2	2
Arithmetic and algebra	3	3	1
Geometry	2	2	1
Natural history, chemistry and physics	4	4	2
Geography	2	2	1
Drawing	2	2	1
Writing	2	1	0
Gymnastics	2	2	2
Instrumental and vocal music.....	5	5	3
Foreign tongues (English, French, Latin).....	3	3	2
	38	37	22

Wednesday and Saturday are half-holidays. An opportunity is thus afforded for excursions to collect plants, minerals, etc. The vacations amount to eight weeks annually.

All subjects embraced in elementary school work and pedagogics are compulsory for all pupils.

According to decree of 1878, dispensations in music should be limited as much as possible.

Instruction in French, English and Latin is voluntary. Pupils who have never studied one of these languages previous to entrance to the normal school are permitted to begin only in exceptional cases. The preference is generally given to French.

The instruction received at the normal school should conform to that which the pupils will afterward give as teachers. The subject-matter should be carefully arranged by the teacher and as carefully reproduced by the pupil.

Dictation is forbidden, also copying during the lectures. Text-books should serve as the basis of instruction, so far as possible, in each subject.

Method always accompanies subject-matter. Pupils are carefully drilled in oral and written reproduction of lessons.

In addition to a good working library the normal school should have a physical and, when possible, a chemical laboratory. The school should be provided with the necessary objects used in teaching.

The library should be well classified. It should contain the German classics, both in prose and poetry, with which the pupils are to become acquainted; pedagogical works, particularly those of the last 300 years — for example, the Pedagogical Library of Karl Richter; the best books for the young from the time of the philanthropists to the present; finally, the popular books upon universal and national history and natural history, descriptive works, etc.; Schleiden, Tschudi, Masius, Brehm, Rossmässler, Russ, Hartwig, Müller, Von Barnhagen, Adami, Werner Hahn, Ferd. Schmidt, Wildenhahn, W. Baur, Freitag, Riehl, etc.

Private reading of pupils is systematic and controlled. It is ordered so that they must read necessary works, such as Lessing's *Minna von Barnhelm*, Schiller's *Wallenstein*, Goethe's *Hermann und Dorothea*, Pestalozzi's *Lienhard und Gertrud*.

Associations of pupils for self-improvement, such as common reading, musical exercises, botanical excursions, etc., are encouraged.

At least once a month the pupils have a holiday to devote to such independent work as they see fit. Upon these days teachers should not assign special tasks.

The time-tables should be so arranged that the practice school may not interfere with other work. The first class receives instruction when the practice school is not in session; the second class partly so.

Instruction in the normal school is given in accordance with a special course of study for each school. The following syllabus serves as the guide for such courses of study:

SYLLABUS OF WORK.

PEDAGOGICS.

Third Class (two hours weekly):

The pupils learn the most important features in the history of education through pictures of famous educators, notable periods, the most interesting and useful improvements in elementary schools. This instruction is completed by the introduction of the

chief pedagogical works, especially those published since the Reformation. Reading centralizes around some important pedagogical question until same be understood by pupils in all its bearings.

Second Class (two hours weekly):

General principles of education. Instruction. Form in which instruction should be given. Development through instruction: Reference is made to logic and psychology.

First Class (three hours weekly):

Methods. The teacher's position. School government. School organization. School law. The third hour is devoted, in the practice school, to practical applications of methods learned by the pupils.

RELIGION.

(Not given.)

LANGUAGE.

Third Class (five hours weekly):

a. Grammar: Simple, complex and compound sentences. Parts of speech, declensions, comparison of adjectives, conjugations. The rules of orthography and punctuation.

b. Reading: Practice in reading aloud and in written expression, form and construction of poetry, meter, rhyme; lyric and epic poetry; the poetical narrative, legend, saying, fairy tale, ballad; didactical forms, fable, parable.

Second Class (five hours weekly):

a. Grammar: More difficult work in the analysis of sentences. Composition of words. Rules relating to verbs, adjectives and prepositions. Punctuation.

b. Reading, as above, with more difficult selections. Lyric, epic and dramatic poetry in general. Songs of the people, odes, ballads, romances, epics and dramas.

c. Method in teaching reading: Practical application in the form of class exercises.

First Class (two hours):

Review. Extension of the matter in reading. Method in language work in connected form, illustrated by class exercises.

In language work careful attention should be paid to:

a. Fluent and correct expression of thought.

b. Correctness in written expression of thought, clearness in form and good arrangement. The pupil must learn to teach that which he has been taught. To insure this, ease and correctness in oral and written expression are necessary.

c. Private reading. The books read should embrace the master-pieces of national authors both in prose and poetry.

d. Reading in class. Pieces are selected from the time of Luther to the present. Form and subject-matter are taken up. Selections in readers in use in elementary schools are carefully studied. A number of poems are learned by heart.

In addition to the readers in use in the practice school, there are special normal school readers.

HISTORY.

Third Class (two hours weekly):

Pictures in ancient history, especially the history of Greece (a, age of the heroes; b, period of the law-givers; c, the Persian wars to the death of Alexander the Great). Rome (a, the Kings; b, the Republic; c, the fall of the Republic and the first century of the Empire).

Second Class (two hours weekly):

Country of the ancient Germans; wars with the Romans; the migration of tribes; period of the Carolingians, especially the spread of Christianity and Charlemagne; history of the early German dynasties; the Crusades to the time of the Reformation.

First Class (two hours weekly):

The history of Brandenburg and Prussia up to date; relations with neighboring States and countries.

Method begins in the third class with drill in relating historical facts and events; continues in the second class with class exercises; closes in the first class with systematic work in the practice school.

ARITHMETIC AND ALGEBRA.

Third Class (three hours weekly):

The formation of figures; the four fundamental processes; decimals; common fractions, ratio and proportion; business arithmetic, including alligation, square and cube root.

Second Class (three hours weekly):

Proportions; positive and negative terms; equations of the first degree, powers and roots.

Class exercises are given, the subjects being taken from elementary school courses of study. Pupils learn use of numerical frame and other apparatus for teaching primary arithmetic.

First Class (one hour):

Review to fix method. Equations of the second degree and, if possible, progressions and logarithms. Drill to insure ease and security in the solution of problems.

GEOMETRY.

Third Class (two hours weekly):

The triangle, the parallelogram and the circle. Exercises in construction.

Second Class (two hours weekly):

Instruction as to the equality and similarity of plane figures and their computation. Computation of contents of solids.

First Class:

Review with special reference to method in teaching.

In all classes pupils are drilled in the drawing of geometrical figures upon the blackboard.

The instruction is based upon text-books, and is given objectively. Clear instruction is given upon methods of teaching, suggestions as to continuation of course and ability to impart instruction.

NATURAL HISTORY, PHYSICS AND CHEMISTRY.

Third Class (four hours weekly):

a. Natural History: The study of selected indigenous plants belonging to the commonest families. The system of Linné. Botanical morphology.

In the winter, zoölogy two hours weekly.

b. Physics: Magnetism, electricity and mechanics.

c. Chemistry: The principal bases and their combinations, especially in relation to mineralogy. Two hours per week.

Second Class (four hours weekly):

a. Natural History: Study of the principal forms of seed and spore plants. System of classification. Form, growth and diffusion of plants.

In the winter, knowledge of zoölogy is extended. Structure of the human body and conditions of health. Two hours a week.

b. Physics: Light, heat and sound.

c. Chemistry: Extension of above. Organic chemistry. Two hours a week.

Methods of teaching these subjects receive careful attention through lectures and class exercises.

First Class (two hours weekly):

Review and completion of the course, with special attention to methods of teaching. Geology is introduced and suggestions given to aid in continuing the study.

Instruction is to be given objectively. Physics and chemistry should not be taught without practical experimentation; botany and zoölogy without objects or good representatives of objects studied. Pure mechanical work in memorizing is forbidden.

GEOGRAPHY.

Third Class (two hours weekly):

The geography of the home province, Prussia, Germany and the rest of the globe, the former particularly, the latter superficially. The study of maps.

Second Class (two hours weekly):

Germany and Europe. Mathematical geography. Method in teaching geography through lectures and class exercises.

First Class (one hour weekly):

Continuation of methods. The use of atlas, wall-maps, globes, tellurians and other objects employed in teaching geography. Each pupil must have a good hand atlas for use in this work. The school text-book is an abbreviated edition of the complete work.

DRAWING.

Third Class (two hours a week):

Free-hand drawing. Lines and angles. Division of the same into parts. Drawing of geometrical figures and symmetrical figures within squares. Drawing of sections of right-angled bodies and circular bodies before the eyes of pupils. Drawing of symmetrical and ornamental figures. Mechanical drawing with rule and compass. Practice in ornamental drawing. Practice in drawing upon the blackboard.

Second Class (two hours a week):

a. Elements of perspective; b. free-hand drawing with black chalk, bistre, sepia, etc., from plaster of Paris models and from nature. This work should be arranged according to the respective talents of pupils; c. practice in drawing upon the blackboard.

First Class (one hour weekly):

a. Continuation of work as above, especially as regards blackboard drawing, giving attention to work in drawing demanded in teaching other subjects; b. Method in teaching drawing; c. Suggestions to aid in continuing the work beyond the normal school course.

Instruction in drawing should enable pupils to do all work neatly required in teaching this and other subjects, such as geometry, geography, etc.

PENMANSHIP.

Third Class (two hours weekly); Second Class (one hour weekly):

The object of this course is to insure:

1. Neatness, facility and correctness in all written work;
2. A definite method for use in teaching penmanship.

GYMNASTICS.

The basis of the course in gymnastics is the "New Manual for Instruction in Gymnastics." Pupils may be brought further than the book goes. They must be able to teach systematically all exercises included in said manual.

The third and second classes have two hours of practical gymnastics per week, the first class one hour. The first class has, in addition, instruction of one hour weekly upon the structure of the human body, expedients in the case of accidents, the history and purpose of physical training, apparatus used in gymnastic exercises.

Pupils of the first class, under oversight of the teacher of gymnastics, give instruction in the practice school.

MUSIC.

I. PIANO. Technical exercises, in the third class, in touch and execution. A systematic course of instruction as given in the best schools for the piano. Independent pieces beginning with Clementi's Sonatinas, or something similar, and progressing in such a way as to introduce, in addition to the classics, modern works.

Second Class. Continuation of above. Talented pupils study the works of Cramer. Sonatas by the classical masters, such as Mozart, Beethoven, Hayden, etc., systematically arranged by teacher.

First Class. Practice upon the piano in private.

II. ORGAN. Pupils are advanced according to capacity and previous preparation in the school for the organ followed.

Third Class. Continuous practice in the hymn-book used.

Second Class. Practice of the simple organ movements which have been analyzed and transposed in the course in harmony. Playing such selections at sight. Entire acquisition of a prelude to each one of the customary hymn-tunes, as preparation for appropriate playing of organ during divine service.

First Class. Transposition of melodies, modulation. Composition of short preludes and simple interludes.

III. HARMONY. Pupils who are not to qualify themselves as organists must nevertheless absolve the work of the third class and the historical part of that of the first class.

Third Class. Construction and practice of major and minor triads; of the chords of the seventh and ninth as to chief forms and fundamental laws of their construction.

Second Class. Drill in the knowledge of the harmonized material and continuous employment thereof in the harmonization of tunes and in the analysis, transposition and practice of short harmonized organ movements given by teacher. First course in modulation.

First Class. Harmonization of hymn-tunes and songs of the people. Composition of simple preludes to hymn-tunes and formation of appropriate interludes. Second course in modulation. Ancient modes. General study of the most important forms of vocal and instrumental music. Construction and care of the organ. Outlines of the history of music.

IV. VIOLIN. Pupils are classified according to capacity. Each division must absolve the course. The following directions require attention:

a. Drill in committing to memory the hymns and songs of the people studied;

b. Drill in duets;

c. Introduction in the advanced divisions to the higher positions.

V. SINGING. Special instruction for the third class in the formation of the voice. Hymn-tunes and songs of the people, at first in one, then in two and three parts.

Mixed chorus with classes combined.

Progressive instruction of the elementary classes in:

a. *Vocalises* and *solfeggi* properly so called and composed in the form of complete pieces;

b. More and more detailed knowledge of intervals, but chiefly of the chords and their various forms.

Entire acquisition of the hymns and psalms most in vogue. Hymn-tunes and other songs in several parts.

a. The liturgical chorus which the first class learns to lead;

b. Other religious choral songs, *motettes*, psalms by classical masters;

c. Secular choral songs, especially the best of folk and national songs;

Special instruction for the first class in method of teaching music in elementary schools, connected with exercises in the practice-school. Execution of mixed choral songs in combination with the upper class of the practice school.

The object of the course is the training of teachers for good work in teaching music in the elementary schools, not to develop special talents at the expense of the other pupils. Pupils are taught to love the old masters and beware of introducing their own compositions in their school districts.

FOREIGN TONGUES.

There are three courses of three, three and two hours per week respectively, divided not according to years but according to progress of pupils. In the lowest class the course begins with an introductory grammar of the language studied, French, English, or Latin.

GARDENING, FRUIT TREES, SILK CULTURE.

In the instruction given in natural history, these subjects require special attention.

NINTH CHAPTER.

EXAMINATIONS FOR MALE TEACHERS.

I. FIRST TEACHERS' EXAMINATION FOR TEMPORARY LICENSES IN ELEMENTARY SCHOOLS.

At the close of the normal school course, an examination is held to test the qualifications of candidates for a temporary engagement as teacher.

Applicants not graduates of normal schools, but who are at the end of the twentieth year of age, are admitted, upon presentation of

certificates, testifying to good moral character and physical condition.

All candidates must give notice at least three weeks before the time set for the examination, forwarding the following certificates:

1. Certificate of baptism (birth certificate).
2. Certificate of good physical condition.
3. Certificate of good moral character.

In every case, an autobiography is to be inclosed with the above certificates. Said certificates must be official.

The committee in charge of the examination is composed of the commissary of the provincial school consistory as chairman, a member of the local government, the director and teachers of the normal school for the district in which the examination is held. The school commissioners may be present, and also other persons when authorized by the chairman.

Candidates not trained in normal schools must submit drawings and written specimens of their work. The other candidates must submit the drawing and writing-books of the last year at the normal school.

The written test consists of:

1. A theme on methods, school organization or management, or from the province of instruction in language or literature.
2. An essay on some subject connected with religious instruction.
3. The complete solution of three problems in arithmetic and geometry.
- 4, 5, 6. Answer to one question in each of the three subjects — natural history, history and geography.
7. For those who are to give instruction upon the organ, the harmonization of a choral with prelude and interludes.

The voluntary subjects are:

8. English, French or Latin. Translation of a selection from one of these foreign tongues into German, and translation of German into the foreign tongue in question.

Four hours are allowed for the first task and two hours for each of the others.

The subjects are chosen by the member of the provincial school consistory, upon recommendation of the normal school faculty.

The practical test consists of a class exercise in one of the compulsory subjects. This work is assigned two days in advance, and candidate must submit a written analysis thereof.

Those examined in voluntary subjects must give a class exercise in said subjects when possible.

The oral examination embraces all subjects taught in the normal school, covering the entire normal school course. The chairman is authorized, however, to exclude such work as he deems unnecessary.

The candidate must answer questions definitely and clearly.

When written work is exceptionally good, candidates may be excused from a part or the whole of the oral examination.

In the case of Jewish candidates, the subject of religion is not touched upon.

The oral examination must be held in the presence of the whole committee.

A record is kept of the standing of applicants in each subject; marks, very good, good, sufficient, not sufficient, as the case may be. Can-

didates fail to pass who do not attain the mark "sufficient" in religion, German, arithmetic and more than three of the other subjects (pedagogy, singing, drawing, writing, history, geography, natural history, geometry).

Candidates who pass the examination receive a certificate stating preparation candidate has had for the examination and standing attained in each subject.

The committee then licenses said candidates to teach provisionally.

II. THE SECOND AND FINAL TEACHERS' EXAMINATION FOR ELEMENTARY SCHOOLS.

Not earlier than two years nor more than five years after the first examination, teachers must pass the final examination. They are then assured of pay for life, even should the schools where they are employed cease to exist.

The committee is the same as that for the first examination.

Candidates must give notice to provincial school consistory, through the school commissioner, at least four weeks before the examination. They must submit:

1. A certificate from the school commissioner;
2. An essay, stating authorities used, and certifying that they have received no assistance from other sources;
3. A drawing, with certificate that candidate has received no assistance in preparing the same;*
4. A specimen of penmanship under the same conditions.

These four particulars determine the admission or non-admission of candidates to the examination.

Candidate may endeavor to raise the standing attained at the first teachers' examination, or he may try the voluntary subjects.

The written test consists of a theme on some subject connected with school management, a theme relating to religious instruction, and one touching instruction in one of the other common school branches. Jewish candidates substitute another subject in place of religious instruction. This work is chosen by the chairman of the examining committee upon recommendation of the normal school faculty for the district in which the examination is held. The work must be done in the presence of a member of the committee.

The practical test consists of a class-exercise, the subject for which is announced the day before.

The oral test covers the history of education, principles of education, school management and methods of teaching. At the discretion of the committee, questions may be asked touching positive knowledge of subject-matter.

Candidates are marked, very good, good, sufficient, not sufficient, as the case may be.

Candidates who fail to attain the mark "sufficient" in the class-exercise are rejected. Results in other respects are determined as at the first examination.

Successful candidates receive certificates showing standing attained in each subject. The committee then licenses said candidates to teach permanently.

* This drawing is now submitted by the candidate in person at the time of the examination.

Candidates failing to attain a higher standing than at the first examination in the subjects in which they have been reëxamined are, nevertheless, permanently licensed, if other work has been satisfactory.

Candidates who received the standing "good" in religion, language, arithmetic, geography, history and natural history (or instead of the last three a foreign tongue) at the first examination or the final examination, and who, at the final examination, received the same mark in all subjects are legally qualified to teach in the lower classes of middle schools, and higher schools for girls.

TENTH CHAPTER.

NORMAL SCHOOLS FOR FEMALES.*

As is well known the number of male teachers in Prussia greatly exceeds that of the female. In 1886, 64,750 regular teachers were employed in the public elementary schools, and of the number only 6,848 were females. The ratio of female to male teachers varies greatly in different parts of the kingdom. In Protestant districts men are quite generally preferred even in the lowest primary grades. In ungraded schools the prejudice against female teachers is particularly strong both with Roman Catholics and Protestants.

There has been a great change in public opinion as regards female teachers within the past thirty years. In 1861, only 1,752 female teachers were employed in the public elementary, middle and high schools for girls. May 20, 1886, 6,848 were employed in the public elementary schools alone. These female teachers were very unequally distributed. Four thousand two hundred and thirty-three were Roman Catholics, 2,551 Protestants and sixty-four belonged to other religious denominations. In the province of Hohenzollern only four female elementary teachers were employed; in Posen only thirty-six, while in Rheinland there were 2,855 and in Westphalia 1,206. In 1890 in the Landkreis of Aix-la-Chapelle, where inhabitants are mostly Roman Catholics, 120 females and 162 males are employed in one school commissioner district.

Ample provisions are made for the training of male teachers. Almost all engaged in elementary schools are normal graduates. The women are not so fairly dealt with. There are about twelve State normal schools for males where one exists for females. In Prussia girls do not receive much encouragement, comparatively speaking, to go on beyond the elementary school course.

November 15, 1888, there were nine State normal schools for female elementary school teachers in Prussia, with an attendance of 586. Two hundred and ninety-eight were boarding students; 288 were day pupils. There were also three training schools for governesses, and a number of private institutions for the preparation of female teachers.

We glance briefly at one of each of these public institutions at Droyssig.

Both institutions are boarding schools, the tuition and living expenses at the former costing sixty dollars annually with extras amounting to between sixteen and eighteen dollars; at the latter ninety-three dollars annually with extras from eighteen to twenty-one dollars.

*The salaries paid female teachers in normal schools vary from \$250 (1,000 marks) to \$500 (2,000 marks) with rent, fuel and, in most cases, a garden.

Candidates for admission to the normal school for female teachers must have the same qualifications, except in music, as those for admission to other normal schools. In addition they must have taken a course in industrial training for girls. A beginning is desired in French, singing and playing upon the piano.

Candidates for admission to the normal school for governesses must have had preparation equivalent to that given in a good high school for girls, including the course in industrial training.

Candidates for admission to both these institutions should not be under 17 nor exceed 24 years of age. Formalities for admission are very much the same as in the case of normal schools for male teachers.

The course in the normal school for female teachers embraces two years, the pupils being divided into two classes; the course in the normal school for governesses covers three years, the pupils being divided into three classes. The number of pupils in the former institution is fixed at forty, that in the latter at forty-two.

At the close of the courses examinations are held, the successful candidates of the former institution receiving a license to teach in an elementary school; those of the latter a license to teach in a private school as governess or in middle and higher schools for girls.

ELEVENTH CHAPTER.

EXAMINATION OF FEMALE TEACHERS.

Female teachers are not subjected to a second examination as male teachers are.* There are two kinds of examinations for female teachers: (1.) Those held upon graduation from the normal schools at Berlin, Münster, Paderborn, Posen, etc., or other institutions duly authorized. (2.) Those held twice a year in each province for candidates not trained in normal schools or other institutions authorized to hold examinations, *sub* 1.

Candidates must be at least 18 years of age.† They must be of good moral character and in good physical condition.

Application must be made not later than four weeks in advance, and candidate must state whether she applies for license for elementary or middle and higher schools, the two examinations being held together.

The following are to be submitted:

1. An autobiography upon title-page of which the full name of candidate, with place of birth, age, religion and place of residence, are stated.

2. Certificate of baptism (birth).

3. Certificate showing previous preparation and standing attained in examinations.

4. Certificate as to moral character.

5. Certificate as to physical condition.

* After an experience of five years in teaching, female teachers are admitted to the examinations for licenses to direct public and private schools for girls. "Fünfjährige Lehrthätigkeit berechtigt die Lehrerinnen zur Zulassung zu einer weiteren Prüfung, auf Grund deren sie die Befähigung zur selbständigen Leitung von öffentlichen und privaten Mädchenschulen erlangen." (Drs. Schneider and Petersilie.)

† As previously noted, male candidates must be at least two years older.

The examination is both theoretical (oral and written) and practical.

The written examination consists of a theme in German, work in arithmetic and French; also, for license to teach in middle and higher schools for girls, English.

Applicants for licenses to teach in elementary schools are not forced to pass an examination in French.

The work is selected by the commissary of the provincial school consistory upon recommendation of the committee. In addition to the said commissary, the committee is composed of from three to five government officials, school directors or high school and normal school teachers, appointed by the government president of the province. The work selected should be comprehensive in character. In translating into or from a foreign tongue, the dictionary may be referred to.

The examination should be finished in one day. It should not last more than seven hours.

Before the beginning of the examination candidates must submit proofs of penmanship, using both Latin and German scripts, and a specimen of drawing.

The oral examination is held in the presence of the whole committee. It embraces methods and school management and all compulsory subjects taught in elementary or middle and higher schools for girls.

The practical test should be given, if possible, in a school of the same class as that for which applicant desires a license. At all events the subject must be one included in the course of study for such a school.

The subject for the practical test should be announced not later than twenty-four hours before the class exercises take place.

A written analysis of the work to be done in each class exercise must be submitted.

Candidates for licenses to teach in elementary schools must have the following qualifications:

1. In Religion (not given).
2. In Language. Familiarity with the method of teaching reading, and the principal points in method of teaching correct oral and written expression of thought; some knowledge of master-pieces in poetry and a closer acquaintance with the best literature for the young. Candidates must be able to state clearly, both orally and in writing, subject-matter connected with the elementary school curriculum.*

3. Arithmetic. Facility in the solution of problems in mental and written arithmetic; knowledge of common and decimal fractions and the different processes used in business transactions; computation of areas of surfaces and contents of solids; acquaintance with methods of teaching and ability to explain the same.

4. History. General knowledge of the principal facts and events in universal history, more particular knowledge of the same in German history, and a thorough and connected acquaintance with Prussian history.

5. Geography. In addition to particular knowledge of the Fatherland, general knowledge of the political geography of the globe and

* *Rechnen* includes both arithmetic and algebra. *Arithmetik* also, used in a general sense, includes algebra.

the principal points in physical and mathematical geography. The candidates must be acquainted with the use of atlases, globes, tellurians, etc.

6. Natural history. Knowledge of the important types and families in the three kingdoms, also cultivated and poisonous plants, especially those of the home. Clear insight into a botanical system, general knowledge of the other systems of classification, including the elements of geology. The candidates must be acquainted with the most useful objects in teaching natural history, such as charts, etc.

7. Physics and chemistry. A knowledge of the elements of these subjects gained through experimentation.

8. Pedagogics. Knowledge of the fundamental principles of education and instruction; acquaintance with the subject-matter of some of the principal works in pedagogics, and the lives of prominent educators of the last 300 years.

9. Vocal music. The singing readily and in good form of a school, religious and national song at sight, and knowledge of method of teaching singing.

10. Drawing, gymnastics and industrial training. An understanding of methods of teaching and objects used in teaching.

11. French (voluntary). Correct pronunciation, knowledge of the principal grammatical rules, ability to translate an easy selection from French into German, and *vice versa*.

Candidates for licenses to teach in middle and higher schools for girls (*Mädchenschulen*) must have the qualifications under 1, 3, 5, 6, 7, 8, 9, 10, and in addition:

1. Language (German). Ease and correctness in oral and written expression of thought; a knowledge of general national literature and literature for the young; comprehensive knowledge of the master works in poetry, acquaintance with the various forms of prose and poetry and usual meters; a thorough understanding of the method of teaching reading and the principal grammatical rules and methods of teaching general language work.

2. French and English. Correct pronunciation; knowledge of grammatical rules and their applications; ability to translate readily the authors read in the course of study for middle and higher schools for girls; general knowledge of the literature of the languages.

3. History. Knowledge of general history; more particular and connected knowledge of German, especially Prussian history.

A record of the standing of applicants in each subject is kept. Certificates are given in accordance with the general result. Applicants for elementary schools must attain at least the mark "sufficient" in religion, language and arithmetic; those for middle and higher schools, in addition, the same mark in French and English.

TWELFTH CHAPTER.

SPECIAL CERTIFICATES.

No person can teach in a Prussian public or private school, or in a family, without authorization from the government. In addition to the licenses for regular teachers, there are special certificates for particular lines of work. Such are given to teachers of drawing,

male and female; teachers of gymnastics, male and female; teachers of music, male and female; female teachers of industrial training for girls; teachers in deaf and dumb asylums and institutions for the blind, etc.

With the exception of industrial training for girls, all subjects in elementary schools are very generally taught by the regular teachers. The other special teachers are those for drawing, music and gymnastics sometimes engaged in elementary schools in large cities.

Applicants for admission to the examination for these special certificates must either have passed the regular teachers' examination or prove, in addition to the technical knowledge required, that they possess the necessary general qualifications.

May 20, 1886, there were 34,270 teachers of manual training for girls engaged in Prussian elementary schools. Of this number, only 5,496 had passed the special examinations provided for such teachers; 26,091 of those who had not passed said examinations were employed in rural districts, and were, as a rule, the wives of the regular teachers. In 1886, the instruction given in this department cost \$600,626. The average salaries paid were about eleven dollars annually in the country and forty-nine dollars and a half in the cities. As will be seen, teachers of manual training for girls have little opportunity of growing rich by their profession.

There are special technical schools and special courses in normal schools to prepare teachers for particular lines of work, such as drawing, music, manual training, gymnastics, etc. There are also special courses to prepare candidates for the examinations for teachers and directors in middle schools.

Special certificates in France are better arranged than in Prussia. The time has come in New York for special certificates for excellence in particular lines of work, such as penmanship, drawing and industrial training. Special teachers should not be required to pass the regular examinations for the higher grades. In addition to the technical knowledge, the general requirements for temporary licenses are sufficient, and special teachers who possess them should not be subjected to oft-repeated examinations.

THIRTEENTH CHAPTER.

SCHOOL COMMISSIONERS.

(KREISSCHULINSPEKTOREN.)

The following regulations for the Regierungsbezirk of Düsseldorf, concisely stated, will serve as a definition of the position and duties of *Kreisschulinspektoren* or school commissioners.*

School commissioners, in their respective districts, must watch over all educational institutions, both public and private, committed to their charge. They must see that all decrees be enforced, and that, both with teachers and pupils, patriotism and loyalty to the reigning

*In cities, the *Stadtschulinspektion* performs the duties of the *Kreisschulinspektor*. According to decree of 1881, the reports of the *Stadtschulinspektion* should be submitted to the *Kreisschulinspektor*. He forwards same to government. Decrees from government are forwarded through the *Kreisschulinspektor* as well.

family be aroused and developed. Over the school commissioner stands the government; upon an equality with him, the Landrath, and beneath him school boards, local school inspectors, directors and teachers.

RIGHTS OF THE SCHOOL COMMISSIONER.

1. To pass judgment upon proposed alterations in school-houses and new school buildings; to have a hearing in all disciplinary cases affecting the industry or character of his teachers.

2. In all business matters in his sphere of action, either through the Landrath or directly, to make proposals and offer explanations to the government.

3. In proper cases, to seek the assistance of the Landrath.

4. To require the assistance of local authorities in matters pertaining to his office.

5. To be present and preside at meetings of school boards.

6. In accordance with regulations, to grant his teachers fourteen days leave of absence.

7. To be present and preside at all public examinations of educational institutions in his charge.

8. To supervise all said institutions as directed hereafter.

DUTIES OF THE SCHOOL COMMISSIONER.

I. AS REGARDS ALTERATIONS OF DISTRICTS, REPAIRS AND PLAY-GROUNDS.

1. When the school commissioner learns the advisability of altering a school district or forming a new district or new classes, he must consult the local school inspector and board of education, and after thorough investigation, submit propositions to the Landrath.

2. To see that boards of education make necessary repairs and provide properly for the play-ground and gymnastic appliances. His directions must be carried out unless, upon appeal to the government, this is deemed inadvisable.

II. AS REGARDS THE ATTENDANCE OF PUPILS.

He must note carefully the attendance of pupils at every visit to each school under his jurisdiction. He must ascertain the reasons for irregular attendance. Whether this be through the direct fault of teacher in failing to punish the absentees, abuse of the power of granting excuses or other cause, he must seek to regulate the same, with the assistance of the Landrath.

III. AS REGARDS THE VISITATION OF SCHOOLS.

He must visit each class in every school under his jurisdiction at least once a year. He must examine each class to decide if same be doing the work required, reporting the result to the government.

Special attention should be paid to the following points:

1. Proper classification of graded and ungraded schools; due separation of the sexes in mixed schools.

2. Neatness, system and thoroughness in teachers' records.

3. Neatness of copy-books and other blank-books used for written work; proper oversight of teachers as regards the same.

4. Good arrangement of all written work; system and gradation in the same, preventing mechanical repetition.

5. The accomplishment of the work laid down for each class methodically and systematically.

6. The development of patriotism and loyalty to the government.

7. Proper discipline, neither too lax nor too severe.

8. The use of duly authorized text-books; to see that all children be supplied with the same.

9. To note that the necessary school furniture be on hand and that same be in good condition; that the school-room be clean, the windows whole and the walls properly painted or whitened.

10. To see if school-houses and out-buildings are in need of repairs; if the closets are well situated and kept clean; if play-ground answer all requirements and be provided with gymnastic appliances.

11. To note the behavior of the children outside the school premises.

12. To ascertain whether teacher be furnished with residence or pay rent for the same; whether teacher receive sufficient salary; the reputation of teacher in the district.

13. To ascertain whether the local school inspector fulfills his prescribed duties; his relations with teacher and reputation in the district; whether the school records kept by him are in order.

14. To ascertain if a school library be on hand and if same be furnished with good books; if not, to take steps toward providing for the same.

15. To ascertain if there be a *Fortbildungsschule*,* and if so, the attendance upon the same.

Information under 12 and 13 should be requested privately and only from reliable persons.

IV. AS REGARDS THE TEACHERS AND OTHERS UNDER HIS JURISDICTION.

The school commissioner should endeavor to secure the coöperation of his teachers and all school officers by justice and strict impartiality in all his dealings with them, and by a kind interest in their welfare. He should seek to carry out those measures his duties dictate, as regards teachers, local school inspectors and boards of education, rather by the exercise of persuasive reasoning than by the authority of his office. Recourse should be had to compulsion only when other means have failed and circumstances demand the recognition of his authority. He should sympathize with his teachers in all their joys and sorrows. He should ever be ready to give advice and help when called upon. His judgment of teachers should always be marked by strict impartiality. Finally, he should do his utmost to encourage the advancement of teachers in their chosen profession through conferences, reading circles and other institutions to perfect their knowledge and teaching capacity.

V. AS REGARDS VACANCIES, SUBSTITUTIONS AND HALF-DAY SCHOOLS.

When a school or class becomes vacant, it is the duty of the school commissioner to provide a substitute as soon as possible until the appointment of a new teacher. Should expenses arise in carrying out

* Schools for youthful workmen and apprentices.

this provision, the Landrath should be notified, that same be covered. In the case of a school with more than one department, when no substitute is at hand, it may be necessary to establish for a time, according to regulations, the *Halbtagsschule* (half-day school). If in the case of a school of one department no substitute is at hand, the school commissioner either provides himself as best he can for the emergency, or advises the government of the case at once.

VI. AS REGARDS THE WIDOWS OF TEACHERS.

The school commissioner must, so far as possible, and in accordance with decrees, look out for the families of deceased teachers.

VII. AS REGARDS PERIODICAL REPORTS.

The school commissioner must make, in the month of May each year, a full report to the government, through the Landrath, showing the condition of education in his district. In many parts of the kingdom other officers are appointed to perform the duties of school commissioners. There are special regulations for reports made by such officers.

VIII. AS REGARDS RECORDS.

The school commissioner must keep the following:

1. Copies of all general decrees relating to his work.
2. A register of acts relating to each school under his jurisdiction.
3. A journal of official correspondence received and answered, and all official documents.
4. A record of visitations, with remarks thereon. The forwarding of these records may be demanded by the government. In addition, each school commissioner must present annually a journal of his official travels, showing the number of nights he has been forced to sleep away from home, the number of days spent in traveling, the distance traveled, and whether by railway, steamship or public highway.

ANNUAL REPORT OF SCHOOL COMMISSIONERS.

These reports cover, 1, alterations in districts; 2, reports of local school inspectors; changes in local school inspectors; manner in which their duties are performed; 3, reports of school boards; care of schools under their jurisdiction.

Statistics required are as follows:

- a. The number of schools, classes and pupils at the close of the year.
- b. The classification of these schools.
- c. The number of Protestant, Roman Catholic, simultaneous* and Jewish schools and classes.
- d. The number of classes of boys, of girls and mixed classes, both generally and according to religious confession.
- e. The number of *Halbtagsschulen* and *Halbtagsschulen*, that is, half-day schools and classes.

* Simultaneous schools are schools in which Roman Catholics and Protestants are educated together.

- f.* The number of Protestant, Roman Catholic and Jewish pupils, and the division of the same according to sex.
- g.* The number of classes and especially the divisions of the ungraded schools with eighty pupils, from eighty to 100, exceeding 100.
- h.* Increase or decrease in figures of previous year from *e* to *g*.
- i.* Number of schools or classes not in session.
- j.* Condition of school buildings, school furniture and teacher's utensils; improvements in the same.
- k.* Health conditions in the school, regulations affecting the same.
- l.* Changes in system, combinations of small schools, mixing or division of the sexes, etc.
- m.* The school districts, circumstances; needs of the same.

STATISTICS AS TO TEACHERS.

- 1. The number:
 - a.* Of Protestant, Roman Catholic and Jewish teachers in the public elementary schools in the district at the close of the year.
 - b.* Of the Protestant and Roman Catholic teachers in simultaneous schools.
 - c.* Of schools which became vacant during the year; for which teachers have been found; remaining vacant.
 - d.* Of old teachers who have received new positions, and of new teachers, with the religious faith of the same.
 - e.* Increase or decrease from previous year in number of Protestant, Roman Catholic and Jewish teachers.
- 2. The work of schools preparatory to the normal.

ATTENDANCE, ETC.

- 1. Conditions of attendance; obstacles in the way of regularity; reasons for unexcused absences; means to promote regularity.
- 2. Instruction given; conditions of the same; a general and particular report.
- 3. Interruptions through sickness of teachers or other cause.
- 4. School government and discipline, including religious exercises in schools and the attendance of pupils at church.
- 5. Patriotic and other school festivals; the part taken by the district upon such occasions.

TEACHERS.

- 1. Work in and out of school; number of cases teachers have been disciplined by the government; cases of discipline of pupils by teachers; the number of cases teachers have been dropped, stated separately with reference to decree commanding the same; testimony as to recent graduates of normal schools and other new teachers.
- 2. Principal and assistant teachers; their relations to each other; the mutual relations of assistant teachers.
- 3. Kind and number of teachers' conferences, work done by the same; libraries for teachers; conditions and use of the same.
- 4. Extra work done by teachers; preparation of candidates for normal schools and other private teaching; work as organist or sexton, as conductor of vocal societies, treasurer of certain funds and agencies, occupation in arboriculture, culture of bees, etc.

5. Financial matters; salaries of teachers, benefits, endowments, widow and orphan pensions and insurance societies for teachers.

PRIVATE ELEMENTARY SCHOOLS.

1. Number of Protestant, Roman Catholic, simultaneous and Jewish schools and classes; also the systems as regards classification at close of year;

2. Number of pupils in attendance altogether and in accordance with religious faith;

3. Increase or decrease in one and two from previous year;

4. Courses of study and organization of these schools; conduct of teachers employed.

HIGH AND OTHER SCHOOLS NOT DIRECTLY UNDER THE GOVERNMENT.

1. Number of schools, classes and pupils at the close of the year as follows:

a. The public and private schools;

b. The Protestant, Roman Catholic, simultaneous and Jewish schools;

c. Schools for boys, for girls, mixed schools;

d. Number of pupils in the above according to religious faith and according to sex.

2. Organization: The number of boys' schools following the course of study of the Gymnasium, the Realschule and the middle school; the systems of classification of girls' and boys' schools; the teachers employed.

3. Changes in organization and new arrangements.

4. Boards of education and those paying for maintenance of the school; relations of the same to the school.

5. Attendance.

6. Instruction; conditions of the same; general and particular report; school books.

7. School government and discipline; devotional exercises in school; church attendance of pupils.

8. Patriotic and other school festivals; part taken in the same by the public.

9. Work of the teachers in and outside school; relations of teachers to other officials of the school; extra employment of teachers; conferences.

10. Condition of school buildings and teaching apparatus; increases and improvements in the same.

11. Financial conditions; teachers' salaries, benefits, endowments, stipends, etc.

If institutions have printed course of study a copy of the same must be forwarded with report.

12. Number of *Fortbildungsschulen** and *Kleinkinderschulen*† and number of pupils in attendance; increase or decrease from previous year; condition and work done by these institutions.

* *Fortbildungsschulen* are schools for young workmen and apprentices. These schools go on with elementary school work, taking up especially those lines which will be of practical use to pupils learning trades.

† *Kleinkinderschulen* are *Kindergärten* and other institutions for children under school age.

SUPERVISION OF SCHOOLS IN JANUARY, 1889.

The government districts (*Regierungsbezirke*) in Prussia are subdivided into school-circles (*Schulaufsichtskreise*). A government official is charged with the supervision of the common schools in these school-circles, either as his sole occupation or in connection with other duties. In the majority of cases, school-circles correspond with political-circles. Nevertheless, this is so arranged that Protestant and Roman Catholic schools have generally inspectors of their own religious faith. To insure this, school-circles are often formed according to dioceses.

The conditions of supervision in 1889 (*Preussische Statistik 101*) are given in the following table:

	SCHOOL-CIRCLES.		Together.
	As principal occupation of supervising officer.	As secondary occupation of supervising officer.	
Number of school-circles	240	946	1,186
Number of school-districts	11,700	19,665	31,365
Number of schools.....	13,683	22,510	36,193
Number of classes	30,846	51,013	81,859
Number of public schools.....	13,052	21,429	34,481
Number of private schools	631	1,081	1,712
Number of Protestant schools	4,265	19,725	23,990
Number of Roman Catholic schools	8,731	1,368	10,099
Number of Jewish schools	148	203	351
Number of simultaneous schools	539	1,214	1,753
Number of Protestant teachers	8,401	42,186	50,587
Number of Roman Catholic teachers.....	18,280	4,392	22,672
Number of Jewish teachers.....	235	338	573
Total	26,916	46,916	73,832

The next census will be taken in November, 1890, but full statistics of the Prussian elementary schools will not be published in all probability before 1892. The last census dates from December 1, 1885. Full official statistics based upon this census were not published until 1889.

It is to be noted that in the matter of supervision, Prussia lacks uniformity. A large proportion of the school-circles come under the jurisdiction of government officials who are charged with other work in addition to that of supervising the schools.

School commissioners, having no other occupation, have been appointed in districts where two languages are spoken, in East and West Prussia, in Posen, Schleswig-Holstein, in the government districts of Aix-la-Chapelle and Oppeln, in school-circles where the matter could not be intrusted advantageously to other officials, and, in general, where the government felt anxious to raise the standard of primary education.

The government officials, charged with the supervision of the schools as a secondary occupation, are generally clergymen, in the country, and school-councilors or city school inspectors in the cities. This is the case in Königsberg, Danzig and Berlin (here eight city inspectors assist the school-councilors), in Breslau, Liegnitz, Erfurt (here the municipal government supervises the schools), in Altona, Kiel, Hanover, Cassel, Frankfurt am Main, Wiesbaden (here the city *Schuldeputation* supervises the schools), in Barmen, Crefeld, Düsseldorf, Elberfeld, Cologne, Duisburg (here there is a special *Stadt-schulinspektion*).

Occasionally school-circle supervision is intrusted to a director (*Rector*) as in Dortmund ; a normal school director as in Dillenburg ; a government school-councilor as in Trèves.

The school-circles (*Schulaufsichtskreise*) are again subdivided into school districts under the supervision of local school inspectors, generally the clergyman or mayor. Often, however, the local inspection is done directly by the school-circle supervising officers. In 1889, school commissioners (*Kreisschulinspektoren*) were charged also with this local inspection in the case of 7,084 schools.

Although all officials with duties similar to those of school commissioners (*Kreisschulinspektoren*) are highly educated and have passed through a long period of training for their work, yet the lack of uniformity in the appointment of school-circle supervising officers is a great disadvantage.

The annual outlay for government supervision is as follows :

Salaries of government councilors and helpers.....	\$99,534 52
Salaries of school commissioners (<i>Kreisschulinspektoren</i>) .	284,872 86
Salaries of other officers with duties similar to those of school commissioners.....	125,595 24
Appropriation to raise the standard of inspection in West Prussia, Posen and Silesia	47,619 04
	<hr/>
	\$557,621 66
	<hr/>

School commissioners (*Kreisschulinspektoren*) receive at first \$600 (2,400 marks) annually, with an allowance for rent and fuel, and \$300 (1,200 marks) for traveling and other expenses. The salary of \$600 increases gradually with the years of service.*

FOURTEENTH CHAPTER.
TEACHERS' CONFERENCES.

These may be classified as follows:

1. Those held once a month, excepting July, for all teachers of a city school (Berlin) under the direction of the principal. These are held outside of school hours.
2. Those held eight time a year, or, if possible, once a month, in conference districts embracing fifteen teachers. The meetings are

* The average salary of school commissioners is \$886.97, with an allowance for rent and fuel, and \$300 for traveling and other expenses.

presided over by the school commissioner. The conference lasts generally one day, sometimes half a day.

3. Those held once a year by normal school faculties with teachers in neighboring schools. The conference lasts one day (decree of September 20, 1880).

4. Those held at least once a year in each school commissioner district, under the direction of the school commissioner. Conference lasts also one day.

In all cases attendance is compulsory, and, in the last three, schools are closed to afford teachers the opportunity to attend. In the last two cases, allowances are made to cover traveling expenses, and special railway tickets are issued. A record of the attendance and work done is made in each instance, and the record is submitted to headquarters.

At these conferences, class exercises are held, methods of teaching are discussed, school organization, classification and discipline receive attention, the decrees of the ministry touching public education are announced and explained, and questions of general interest to educators are debated.

I attended several of these conferences, and was much impressed by the depth of thought in the papers read, the addresses and discussions. Vocal and instrumental music are prominent features at these meetings. Imagine an orchestra of twenty or more pieces, wholly composed of teachers, and able to play difficult classical music. I heard such orchestras several times.

The principal conferences generally conclude with a large dinner, which adds not a little to the prevalent feeling of good fellowship among the teachers. The funny man is always there. For many weeks he husbands his resources to make a hit upon this occasion.

At one of the last conferences I attended, he produced what he called a "*Drehlied*." This was a song composed by himself and printed within concentric circles. While the circles were large, the teachers did well, but as they grew smaller, the paper could not be turned fast enough, and all became very dizzy in attempting it.

FIFTEENTH CHAPTER.

SCHOOL DISCIPLINE AND MISCELLANEOUS REGULATIONS.

The teacher in Prussia has much more authority over his pupils than the teacher in New York. He exercises this authority both in and out of school, and it covers, also, children of other classes than his own in the same school, but not pupils of other schools.

Corporal punishment is allowed, but same must not be carried out to such an extent that the health of the pupil suffer in consequence. If the pupil be too severely dealt with, the teacher is disciplined by the *Provinzial-Schulcollegium*. Very severe cases subject teachers to fines of 300 thalers* or imprisonment for three years. If the injury be permanent, the teacher is imprisoned for five years in a penitentiary or for one year in a State prison. The former confinement brings

* A thaler is equal to 71.4 cents.

with it generally the loss of citizenship. Ordinary imprisonment does not necessarily involve these consequences. Imprisonment from two to ten years follows in cases where injuries were given intentionally.

If death result from injuries received, the person inflicting these injuries is imprisoned not less than three years in a house of correction (*Zuchthaus*) or three months in a State prison (*Gefängniss*). Circumstances under which the injury was given receive careful attention.

Fines, up to 2,000 thalers for the benefit of the person injured, may be inflicted.

An official, teacher or other employé of the government, who, in the exercise of his office, inflicts or permits the infliction of serious injuries, is imprisoned for not less than three months. If there are extenuating circumstances, the imprisonment may be shortened to one day or a fine of 300 thalers. If the injury be exceptionally severe, imprisonment for two years follows. Extenuating circumstances may limit this imprisonment to three months.

The following decrees regulate the infliction of corporal punishment by school teachers:

1. Corporal punishment should be resorted to only when other disciplinary means have failed, and then only in cases of obstinate persistence in lying, great stubbornness and disobedience, gross immorality and persistent lack of industry.

Teachers are not permitted to form the habit of resorting to corporal punishment daily and hourly. When possible, little children and girls of all ages should not be punished in this way.

2. In the case of little children less than 9 years of age, the teacher must use a light switch; in other cases, a pliant stick not thicker than the little finger may be employed.

3. Girls are to be hit upon the back alone, boys upon the back or the *Gesäss*. The force of blows must be moderated. In inflicting corporal punishment the clothing must not be removed.

4. The use of a thicker stick or rule, hitting with hand, fist or book in the face and head, hair-pulling, ear-twisting or that of other parts of the body, punching in the breast, back and head, or other like punishments, are forbidden.

5. Pupils are not to receive corporal punishment while at their desks, but in an open space of school room. It should be administered at the close of the recitation hour, never in the hour devoted to religious studies.

6. Switch and stick should be in teacher's closet during the hours for instruction, not directly at hand.

7. The grounds and extent of the punishment inflicted must be recorded in the teacher's register.

8. In cases requiring very severe measures, whether faults were committed on or off the school premises, the teacher should notify the local school inspector and inflict the punishment in his presence. In large schools such matters are brought before a conference of the teachers, and the punishment is inflicted in presence of the director (*Rector*).

9. When teacher has been too severe in inflicting corporal punishment, he is disciplined by the *Provinzial-Schulcollegium*. Serious cases

subject him to penalties fixed by the penal code. School inspectors must forward well grounded complaints, even though injuries inflicted be not serious, to the *Provinzial-Schulcollegium*.

10. Teachers often found guilty of excess in inflicting corporal punishment, in addition to the other penalties, forfeit, for long or short periods, the authority to inflict corporal punishment.

11. To lessen complaints brought against teachers, disciplinary measures should be often discussed, and all teachers, especially the younger, should study thoroughly the decrees relating thereto.

It is to be noted that no actions against teachers can be brought, either in civil or criminal courts, except in cases where a child has received some real bodily injury, wound or bruise. This is also the case when local school inspectors and school commissioners have inflicted corporal punishment.

A glance at the regulations for pupils in higher schools shows that they are closely watched at all times:

1. If the school director ascertains that pupils are living in a *pension* which he deems unsuitable, it is his duty to notify the parents or guardians of such pupils. If no attention be paid to this notification, the pupils are expelled.

2. Pupils from other districts can not select nor change their boarding-place without the authority of the school-director.

3. Pupils from other districts are under the special oversight of the *Ordinarius*.

4. Pupils who absent themselves from the city or village over night, even though they lose no study or instruction-hour, must have the permission of the *Ordinarius* or school-director. This applies to pupils from other districts not dwelling with parents.

5. Pupils must have permission of *Ordinarius* or school-director to attend theaters and balls. Pupils residing with their parents at home must procure the permission of parents to attend theaters, and can only attend public balls in the company of parents or guardians.

6. Pupils who give private lessons must procure the permission of *Ordinarius* or school-director.

No outsider is permitted to enter or disturb a public school under five thalers fine or imprisonment.

Teachers must be on hand fifteen minutes before school opens. Tardiness should be closely watched.

Children may not be kept at school so as to lose midday meal, nor should they be kept after school until dark.

Children are not permitted to give presents to teachers, nor are they allowed to take up collections.

Children under school age are not allowed to be present in the school-room during school sessions. The teacher is not permitted to wear slippers during school-hours.

The pupils are forbidden to frequent taverns, confectioneries, saloons. They are not allowed to attend dramatical, musical and acrobatic performances, except in the company of parents or guardians. They are encouraged to protect useful animals and government property, such as railways and telegraph lines. They are warned against the careless use of fire-arms.

Teachers should watch over the private reading of pupils. They should be protected from obscene literature.

Children of school age are not allowed to peddle; to sing or play upon any musical instrument in the street; to declaim in the street or take part in any dramatical performances. Those who take dancing lessons or set up ten-pins may not be kept out later than 10 o'clock in the evening. Proprietors of public places are forbidden to permit the frequentation of children of school age, and to give or sell to such children spirits or beer.

OBSERVATIONS.

Visitors to Prussian elementary schools will often notice slight transgressions of the disciplinary regulations, such as ear-pulling and the like (*vide sub 4*). Teachers thoroughly understand how far it is safe to go without danger of being reported to headquarters. The regulations give them a field which, according to our ideas, is, to say the least, broad enough.

Discipline is certainly far better, generally speaking, in German than in French schools. This may be attributed to the difference in the French and German characters. Many find an explanation in the abolition by law of corporal punishment in French schools.*

SIXTEENTH CHAPTER.

APPOINTMENT OF TEACHERS.

The following regulations concerning the appointment of teachers are taken from the decrees of the government at Düsseldorf:

The power of appointment to a newly created position or a vacancy is vested in the government. Boards of education recommend three candidates, and if one of the three be a suitable person for the place, he is appointed. No position may be filled without the decision of the government. This rule applies also to assistant teachers.

I. VACANCY OCCASIONED BY DEATH OF TEACHER.

1. The board of education (*Schulvorstand*) must give notice to the school commissioner (*Kreisschulinspektor* or *Stadtschulinspektion*) with date of death and proposal for temporary substitution. The same notice must also be served on the *Landrath*, that proper provision may be made for teacher's family.

2. The school commissioner must report to the government without delay the fact of the vacancy, stating provisions made by him for temporary substitution. He must also inform the *Landrath* who the temporary substitute is and whether costs arise from substitution.

3. The *Landrath* should then endeavor, so far as same lie in his province, to regulate the payment of deceased teacher's salary to the family for the month of death, and a month of grace, where costs have arisen, or for the month of death and three months' grace where there are no costs.

II. VACANCIES ARISING FROM OTHER CAUSES.

4. Teachers are permitted to abandon positions only at the close of a term and after three months' notice. The shortening of the term of three months can take place only with consent of the school board,

* In France, Italy and Belgium, corporal punishment is forbidden by law. As Buisson said in 1875, the precision of the Prussian disciplinary regulations shocks us.

and through the school commissioner and *Landrath*, the government. This permission will not be granted unless provisions are made to carry on the school without interruption.

5. The notice is to be given in writing by teacher to school board; by school board to school commissioner and *Landrath* without delay. If change has not been directed by the government and therefore known, the school commissioner must notify the government directly. The *Landrath* proceeds at once to provide for the regulation of teachers' accounts, that if possible the same may be closed at his departure.

6. Teachers prepared in the state normal schools and under the jurisdiction of the government district of Düsseldorf are obliged to remain in the same position to which the government has appointed them a period of three years. Within this period they have no authority to give notice of change, unless directed by the government to do so.

III. THE FILLING OF VACANCIES THROUGH DULY AUTHORIZED TEACHERS.

7. So soon as a position becomes vacant through death or other cause, the school board (*Schulvorstand*) advertises the fact in, at least, the official paper. Three weeks thereafter the school board decides upon the three names to be presented to the government. Within three days the names of these three candidates with certificates and biographical sketches must be forwarded to the school commissioner. In exceptional cases, the government extends this period of three weeks.

The names of candidates must be given alphabetically, and opposite each name the statement whether candidate assumes a definite or provisory position.

In case less than three candidates apply, this fact is to be stated.

8. The school board may express a preference for some particular candidate, though this does not interfere in the least with the power of appointment vested in the government, and may not be considered.

9. The school board must forward propositions, names of candidates, certificates and biographical sketches to the government through the school commissioner and *Landrath* without delay. School commissioner and *Landrath* may express opinions as to propositions made. Care should be taken that all this matter reach the government within eight days from date notice was forwarded to school commissioner by the school board.

10. In case no candidates apply within the time stated, the school board notifies the government through the same officials, abandoning the right of proposing names or stating proposed steps in case time be extended.

11. School boards are obliged, under penalties, to transact this business within the time fixed. School commissioners must notify the *Landrath* of fruitless attempts to do so. If within six weeks from date of vacancy the government has received no proposals, the vacancy is filled by the government.

12. All proposals must be without conditions. It is not permitted school boards to engage for a certain definite time or provisionally. The nature of the engagement rests with the government.

It is to be noted that the provisional engagement of a teacher does not last longer than six years, according to law. Consequently a

teacher once engaged definitely can not be reëngaged provisionally unless through fault he has lost the right to definite engagement or abandons himself this right in seeking a new position.

13. In appointing a teacher the government fixes definitely the time he is to take charge of his new position and enter upon his new duties. The date of entrance upon discharge of duties must be reported in each case by the board of education to the school commissioner, and by school commissioner, through the *Landrath*, to the government.

IV. THE FILLING OF VACANCIES TEMPORARILY THROUGH CANDIDATES.

14. It is contrary to law to fill vacancies by candidates who have not passed the teachers' examinations. Such may be employed temporarily, with permission of the government, when there are no duly authorized teachers at hand. In each case a biographical sketch with official certificates as to character and qualifications is to be submitted to the government through the school commissioner. These cases are exceptions and occur only when the efforts to secure duly authorized teachers have proved fruitless and the government has made no provision therefor.

15. The employment of these candidates is only authorized under the oversight and responsibility of a duly authorized teacher. It is regarded as an experiment and is always subject to annulment by the school commissioner without notice. Regular contracts can not be made with these candidates. They receive a written statement of their duties and salary from the school board, with the condition that they may be dismissed at any time by the school commissioner, but that they themselves must give at least six weeks' notice before abandoning their work.

16. Dismissal of such candidates rests with the school commissioner who is forced to report to the government in each case.

V. SUBSTITUTES DURING VACATIONS AND LEAVES OF ABSENCE.

17. This is regulated by the school commissioner and school board. Expenses arising therefrom are settled with the assistance of the *Landrath*.

Regulations for other government districts are substantially the same.

SEVENTEENTH CHAPTER.

LEAVES OF ABSENCE OF TEACHERS.

The following is a brief statement of the rule for the government district of Düsseldorf:

1. Schools may be closed or sessions shortened by teachers without the express permission of the proper authorities only in cases of sudden illness or other necessary cause, and then said authorities are to be notified at once.

2. Permission to close schools or shorten sessions should never be granted without good and sufficient reasons.

3. The *Lokalschulinspektor* (local school inspector) has authority to grant a leave of absence of from one to three days. When more than one day, the school commissioner must be notified.

4. The school commissioner (in cities the *Stadtschulinspektion*) has authority to grant a leave of absence of from four to fourteen days. The local school inspector, except in most pressing cases, must request this permission in writing and await a written answer.

5. The government alone has power to grant a leave of absence exceeding fourteen days. Requests therefor must be submitted by the local school inspector through the school commissioner and *Landrath*, both of whom must give their opinion of the matter.

6. Requests for leaves of absence on account of sickness must be accompanied with statement of physician as to patient's condition.

If permission is requested to visit some *sanitarium* away from home, the official physician of the district must certify as to the necessity therefor.

7. Request must contain information touching provisions for substitute during the leave of absence. Unless said provisions are satisfactory, the leave of absence will not be granted.

In most pressing cases, the local school inspector may arrange for substitute or for close of school during leave of absence.

8. Leaves of absence when school should be in session for the purpose of consulting members of the government upon various school matters should not be granted as a rule.

9. The leave of absence can not begin before the receipt of permission. At its close the teacher must report to the local school inspector. Said official is to notify the school commissioner in case the bounds of the leave of absence be overstepped. The school commissioner notifies the government through the *Landrath*.

10. Leaves of absence from the district during vacations require no notification, unless absence is to exceed three days, in which case teacher is to notify the local school inspector, giving particulars.

11. Fixed penalties regulate the transgression of these rules by teachers.

12. The government may grant leaves of absence up to six months in case of sickness. Districts must pay costs for substitution.

Regulations for other government districts do not differ essentially from those for that of Düsseldorf.

CONCLUSION.

The superiority of the Prussian system of elementary education, as compared with that of New York, may be summed up in one sentence. *Prussia sends all her children between fixed ages to school, and protects them while there from the imposition of bad work.* Frederick the Great aimed to accomplish this in 1763. From his day the system has been perfected gradually, and stands to-day without a rival.

Since 1871, France has followed in the footsteps of her rival, and the standard of work done in elementary schools has advanced with a rapidity which seems almost incredible.

In 1888, the cost of public education in Prussia, including the secondary, trade schools, technical schools and universities, was reckoned at \$1.7717 *per caput* of total population. Allowances for rent and fuel slightly increased these figures. Army and navy schools were not included.

The cost of public education in New York in 1888 (census of 1880) was figured at three dollars and eight cents *per caput* of total population.

Every impartial person must admit that Prussia secures in good results the full value of the money expended, and that New York does not.

The methods in use in Prussia can not be adopted as a whole in New York. This is clear. Nevertheless, wise legislation would secure for us similar advantages, as the example of France, a sister republic, demonstrates.

Our model elementary schools would then become the rule, and not the exception, as at present.

A P P E N D I X.

EXHIBIT NO. 3.

The Authority of the State in the Education of Her Children.

AN ADDRESS DELIVERED BY ANDREW S. DRAPER, STATE SUPERIN-
TENDENT OF PUBLIC INSTRUCTION, BEFORE THE ONONDAGA
EDUCATIONAL COUNCIL, AT SYRACUSE, N. Y., SATURDAY,
NOVEMBER 8, 1890.

The Authority of the State in the Education of Her Children.

AN ADDRESS

BEFORE THE ONONDAGA EDUCATIONAL COUNCIL, SYRACUSE, N. Y., NOVEMBER 8, 1890.

BY ANDREW S. DRAPER,

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

MR. PRESIDENT, LADIES AND GENTLEMEN.—Without hope that I may be able to meet the expectations which the words of the president, in presenting me, may have aroused in your minds, I nevertheless think that I come with some appreciation of the responsibility which attaches to an acceptance of the trust you, for the time being, confide to me. Called at such a time, and into such a presence, I should have something of consequence—not only something of interest, but something of permanent and enduring value, to say.

SUBJECT OF ADDRESS.

I have selected for consideration "The Authority of the State in the Education of Her Children." It is suggested by the circumstances of the hour. It is prominent in the public mind. There is a variety of opinions concerning the extent to which the general public should assume to support and direct the common educational work of the country. These conflicting opinions are, in some parts of the land, in issue between political parties. That is not the fact here, but the subject is important and interesting and perhaps we may discuss it with profit.

There are those who believe that a general system of education must be provided, supported and administered by the highest legislative authority which has jurisdiction of the subject. Such a general system of education overrides and bears down individual notions, comes in conflict with the plans of some sect, advances the tax rate, or interferes with the prerogatives of statesmen of circumscribed views and hedged-in reputations. Then there are not a few who contend that the education of the multitude should be left to parents, to the church, to the district, to the town, to any authority save the one which is competent to place a school-house within reasonable access of every home, to exact and regulate attendance, and to equip and operate a school in a way which will develop and turn out manly men and womanly women, fitted for the duties and responsibilities of citizenship in the freest and grandest republic the world has ever known.

These conflicting views are bearing down upon each other from opposite directions. Contact will ensue by and by. When it does come, there may be a storm; it may thunder and lighten, but when the clouds have rolled by it will be found that the air has been clarified, and that the sunshine of peace falls upon a public school system

with power and authority to meet not only the present needs of the State and the republic, but to cope with the circumstances and conditions of the future, no matter what those circumstances and conditions may be.

CHANGING CONDITIONS.

From the earliest days in the history of our country we have modified our opinions, our theories and our practice concerning the schools, in order to meet changing circumstances and new conditions. Still, other modifications are, it seems to me, imperative, for the circumstances change with each advancing year.

In the early days education was thought to be purely a matter of individual concern. Parents, if able, were held to be responsible for the education of their children in the elementary branches. There was no law in the case, however. Moral obligations were not always controlling, and many who were able were unwilling or indifferent. In the larger places philanthropy, manifested most commonly through the churches, undertook to provide some school facilities for the children of the poor. In a little time it was seen that this chaotic arrangement would not suffice, and that the public must assume some responsibility in the matter. Then schools began to be established and somewhat regulated by law. Still, for many years, the public through the rate-bill assessed the expenses of the schools upon the parents who were able to pay, in proportion to the number of days their children attended school. The result was endless demoralization and trouble. In cases where the tax was not enforceable the amount was paid by the public, but it was paid as a charity and out of the same fund and in the same way and for the same reason that poor-houses and asylums were erected for the shelter of the unfortunate, friendless and homeless poor. As communities increased and as intelligence advanced, it became manifest that even this was not enough. A still more comprehensive and substantial plan must be set up and put in operation. Then local communities were empowered, at the option of the majority, to levy and collect taxes for school purposes, and to establish and maintain schools. Then States began to levy taxes for educational uses, to establish and distribute school funds, and to require towns and cities to do the same, as a condition precedent to their participation in the general fund. Finally, and almost within the lifetime of the present generation, we have abandoned such ideas as that education was only the rightful inheritance of the opulent, that it might be doled out as a private or public charity to the poor, that local communities might provide schools or not as they felt inclined; we have adopted the doctrine that all the property of the people is bound to educate all the children of the people for the protection and conservation of all the interests of the people. We now declare that an elementary or even an advanced education, at the general expense, is the rightful inheritance of every American child, and we have also said, in a feeble voice, it is true, that he is bound to come and receive his inheritance, for the safety of the public, whether he appreciates its value or not.

A UNIQUE AMERICAN SYSTEM.

Thus the necessities of educated citizenship in our self-governing republic gradually developed a unique educational doctrine, and

evolved a free educational plan and system, then and until within a very recent period entirely unknown among all the nations of Europe. But while free schools, in the sense in which we use the term, have been unknown among the nations of the old world, it may well be questioned whether they have not had the advantage of us, by reason of the authoritative, intelligent and unquestioned control and direction which they have exercised over all their schools.

The legislative power in our several States has been content to exercise very little general or decisive control over the schools. Provision has been made for schools, but little or nothing has been done by the law-making power to determine the character or direct the work of the schools. If you will examine the statute books of all the States of the Union with this matter in mind, you will stand amazed at the almost entire lack of enactments, directing what shall be taught in the schools, or insuring instruction by persons of sound character and established competency, and you will wonder, as I have, that voluntary associated effort, unauthorized and practically unsustained by law, should have been able to accomplish what it has in the way of systematic organization and intelligent advancement.

SCHOOLS LEFT TO LOCAL COMMUNITIES.

Aside from providing some means with which to support schools, the law has left the matter almost wholly in unprofessional hands, and almost entirely at the mercy and caprice of local communities. Some one has said that this is a land where no one is compelled to do any thing. If not wholly true, there is at least a flavor of truth in the remark.

The legislative treatment of the schools is perhaps the most conspicuous illustration of what truth there is in it. To the end that nobody should be crossed, to promote a mere abstraction, each city, each town, and not infrequently each dozen of farm-houses, has been left to establish and manage its school affairs in its own way, no matter whether its way was a good way or a bad way, regardless of whether it possessed the rich experience, the sound discretion, and the strong sense of the most prosperous and intelligent community, or was as destitute of these qualities as an Indian reservation.

A MORE PERFECT SYSTEM NEEDED.

The circumstances of the country are now certainly getting ahead of our educational plan. Our thickly-settled communities present new and troublesome conditions. The population of the country, of the State, even of each city or town is not as homogeneous as it once was. We do not think or feel alike to the extent we once did. We all know that this is so, and we all know why it is so. It is unnecessary to spend time in asserting the fact or deprecating it. It is enough that it is a fact. Wise foresight will at once set about meeting the disagreeable fact with an adequate remedy. What is the remedy and who is to provide it and apply it? It is not schools alone, for we have them already in large numbers. It is an educational system which is well and strongly knit together; which rests upon law and upon law buttressed with penalties and practicable of enforcement; a system which reaches everywhere, and may compel every child of the State to come within its beneficent influences; not a

system which secures good schools in some places, but which insures good schools in all places; a system which is strong enough to withstand the assault of the bigot, the demagogue, and the self-seeker; which is as secure and authoritative as the judicial bench, and has the power to exact the respect and compel the obedience of all; a system which will develop intelligence, cultivate virtue, inspire industry and thrift, and stimulate patriotism; which will give play to individuality and direct it in wholesome and productive channels; a system which shall have not only a plan, but an object; which shall avoid collateral entanglements, but which shall exercise all its powers and utilize all its resources for the accomplishment of its purposes; a system in which educational effort and activity shall not clash, but shall cooperate intelligently and understandingly, with definite purpose, in attaining positive and secure results.

IDEAL CONCEPTIONS.

Do you say involuntarily that this is only an ideal, a fanciful suggestion, a visionary conception? Suppose it were admitted to be so, what matters it? It is the ideal conceptions which the world's artists have been trying to execute in all countries and all ages. There are other artists than those who paint and those who chisel. Were the fathers of the American republic any less artists than the old or the new masters in painting, in sculpture, in architecture? Were not Washington and Jefferson, and Adams and Hamilton, told again and again that their governmental schemes were visionary and incapable of practical execution? In the turmoil and confusion incident to the work of construction, did they not many times doubt the result? Where would they have been without an ideal plan? Because of magnificent conceptions, constructive genius has blended colors, developed marbles, erected temples, set up governments, accomplished what it has in all lines of human effort and activity.

Then the question is not whether my suggestion is ideal or visionary, but whether it is such a plan as is desirable if it could be carried out, and if so, whether it is capable of execution?

THE SCHOOL SYSTEM BOUND TO ACCOMPLISH A PUBLIC END.

By common consent, in all parts of the country, the American public school system is maintained at general expense, because it is necessary to accomplish a public end. It is to avoid or eliminate class distinctions, qualify all for an intelligent exercise of citizenship, and protect and promote the public weal. Its results must justify the theory upon which it proceeds, or it must go to the wall. Government must go far enough to measurably attain the end for which it acts, or it must cease action toward that end. An individual is a weakling or a fool who spends only money enough, or exercises only effort enough to fail in accomplishing his purpose. No less so the government which does the same thing. We can not hesitate on the score of inability or incapacity. Government in the United States can do any thing that it of right ought to do. Then if the school system is an essential element in our governmental plan, if we are justified in spending money and exercising authority in order to maintain it, we are bound to spend enough money and exercise enough authority to perform the work effectually and insure the results we have in mind.

Now suppose we take our system of public instruction as we find it, and inquire what needs to be done to qualify it for the thorough and complete work which the developing circumstances of the country seem to require. I apprehend we shall not differ widely in our conclusions.

BUILDINGS AND APPLIANCES.

In the first place, the whole subject of school buildings and grounds, furnishings and appliances, needs attention. The people fail to appreciate the moral and educational influence which a good house has upon the school. A comfortable, wholesome, attractive building is certainly a condition precedent to the best school work. Yet our educational plan, the country over, leaves this matter wholly to the intelligence, the wealth, the generosity, the business thrift, or the poverty, the ignorance, the parsimony, the whims and caprices of local settlements. Does experience show that it may be safely left there? In some cases, yes. In more, no. In our largest and wealthiest cities there is frequently lack of suitable school accommodations. Even at the popular centers buildings are found to be out of date, badly worn and defaced, imperfectly warmed and ventilated, poorly lighted, deficient in furnishing, wanting in appliances to do with. And how is it in the country? How many towns and districts have school-houses and out-buildings unfit for any use, houses which are a constant menace to health and morals, because of indifference, or because to build new ones will increase the tax rate? How many lack proper seats and desks and blackboards, and globes and maps, and all the things which contribute to the efficiency of a school? Of course, this is not so in all places, but that it is so in some places is enough and too much. A chain is no stronger than its weakest link. Will any of us admit that anywhere in America a public school-house should be any less comfortable and complete than the average American home? But there is another consideration. This matter does not rest upon sentiment alone. There is responsibility somewhere. When the public takes the children of the people into its keeping during six hours of each day for forty weeks of the year, it is bound to give them the best possible care. It is bound to make the environment such as will promote the normal and healthful development of their bodies, while it cultivates their minds and hearts. Again, when the public maintains any building, it is bound to make it a model — one which will attract attention and cultivate æsthetic tastes, one which will stimulate a desire for improvement and lead out in the way of progress.

Who of us does not know that the school-houses of the land do not in general come up to these standards? So long as they are wholly left to ward aldermen, village boards, or district school meetings, they never will. What reason exists, in law or in fact, why the buildings of a public and common school system should not be subject to public and general inspection and supervision? Why should not competent general authority inspect all the school-houses of the commonwealth, and require that in size, manner of construction, condition and equipment, all shall conform to such regulations as modern experience and scientific knowledge have shown to be necessary to the fullest accomplishment of the purposes of the State

in providing by law for a public school system? What does general authority do in this connection, here in New York? In cities it leaves the matter with the common council, or makes the school authorities dependent upon the board of aldermen, persons chosen with no reference to educational requirements, and safely presumed to possess no special knowledge on the subject. In the country it provides that a meeting called to consider the subject shall be called in a particular and unusual way, it places limitations upon the action of the meeting, and requires that the vote shall be taken and recorded in a special manner before the tax can be legally levied at all.

Not to expand this subject farther, may we not pertinently and properly ask, if it is not high time that the laws of the country require model school-houses in every place, rather than relegate the whole subject to local communities with the direction to use the old building until everybody is willing to erect a new one, and then to be sure and employ good legal counsel to guide their action in order that it may form a legal basis for a tax levy.

A MORE SUBSTANTIAL AND PROFESSIONAL TEACHING SERVICE.

If the American school system is to successfully cope with the circumstances which confront it, and the still more trying circumstances which will confront it, it must be equipped with a more substantial teaching service. Perhaps one teacher in five or one in four is a professional. The force is too largely constituted of young girls or persons who are unable to prosecute any other employment successfully. Changes are frequent and constant. Two-thirds of the number who are now teaching will have ceased to teach in five years. Four-fifths of the new-comers are immature, physically and mentally, and are inadequately prepared for such a trust.

You may tell me that the law regulates this thing; that it determines who may teach in the schools. It assumes to, but it does not. A law is good for nothing that does not operate effectually. What does the law do? Ordinarily it confers upon city boards of education and county or district commissioners power to certify teachers. The members of the city board are not professional school men. How are they to intelligently determine who are qualified to teach school? But that is not all, nor is it the worst of it, for if it was they could employ a competent person to determine for them. They have the authority to employ teachers. They have aunts and cousins and daughters and nieces who want employment. And they also have personal and political friends with retinues of relatives, friends and acquaintances. They are human. They like to please. Only the strongest of them dare confront the misunderstandings and enmities in which a refusal to aid their friends will involve them. The greater number will use their opportunities to help those about them; even at the expense of the school system. And how much of a breakwater is the county commissioner against immaturity and incompetency in the schools? He is nominated at a political convention and chosen at the general election. He is under political obligations. If he does not pay them on demand, he is considered mean. The more honest and efficient he is, the more people there will be to engage in the enterprise of taking off his official head. He, too, is human, and he

will ordinarily and almost necessarily be influenced by these considerations.

But that is not all in his case. What reason is there to suppose that the county commissioner is competent to examine and determine who may properly teach in the schools? He may be, but there is nothing to assure it. Everybody is eligible to the office. The qualifications which secure it are the ability to compass a nomination and gather in enough votes at the polls. These are not the qualifications requisite to the efficient administration of the commissioner's office. It would be as sensible to elect a man at a general election to manage a railway or construct a cantilever bridge.

There are no effectual statutory limitations upon the action of this commissioner. Possibly he may be required to certify teachers only upon examination. But what sort of an examination? Except through the constant and strenuous exercise of the legal authority of the State Superintendent, it may be only a form; it may be conducted in the roadway. The world has no statutory guaranty of its substantial character and good faith. If experience in this connection has proved anything, it is that before an examination can be credited with any value it must be held at a stated time, in a public place, upon papers which are preserved, and by competent authority.

Indiscriminate licensing must cease. The age at which a person may begin teaching must be advanced. Professional training must be insisted upon whenever practicable, and where not, then at least a minimum standard of intellectual qualifications must be attained at a stated public examination. Examinations must be in competent professional hands. The authority to certify and the power to employ must never be lodged in the same persons. The certificate must be gained before employment is legal. Teachers must be treated better and their rights must be more thoroughly protected. They must be paid as well as equally qualified persons in other employments. Their tenure of position must be more secure. More men must be kept in the work. In short, a policy must be pursued, a plan must be devised, which will cause the teaching service to become broader, more substantial, more self-respecting, and equal to all the demands which may be made upon it no matter how exacting those demands may be.

THE WORK OF THE SCHOOLS SHOULD BE DEFINED.

Again, it seems to me, it is important that there should be an authoritative determination of what the common schools should do. The statutes are nearly silent in this connection. This matter is also left almost entirely to local authorities. We are living in times of marked activity, if not of feverish unrest. Experimentation seems to be the order of the day, and everybody has something new to propose. The schools do not escape these influences. Indeed they reflect any popular disposition or caprice more quickly than any other of our public institutions. The result is indefiniteness and confusion in the public mind. This must be corrected or the end will be uncertainty and distrust.

The authority to levy and collect taxes is a high governmental power. It can not be exercised capriciously. The purpose for which it is exercised must be clearly understood and the object to be

attained must be of such transcendent importance to all the people as to unmistakably justify the proceeding. One may properly gratify his fancy, he may speculate and experiment to his heart's delight, with his own money. But he has no right to do so with the money of the people. That must be put only to uses which benefit all, and then it must be used in sufficient quantity, and in such a way as to accomplish the object in view. These trite propositions relate to public educational work as to any other public undertaking.

I apprehend there are certain things which the schools must do to justify their existence, that there are other things which they need not do and yet may do with propriety, and that there are still other things which they ought not be permitted to undertake.

What is the end for which the common schools are maintained at general expense? It is not to enable children to earn a living. It is the safety of the State; the stability of that force which protects property, which preserves liberty, which establishes the security and promotes the happiness of all the people. President Harrison very properly and very pertinently declared at Galesburg the other day that "the framers of the Constitution considered education as one of the best if not the only guarantee of its perpetuation." And with no less propriety did he exclaim, "How shall one be a safe citizen, who is not intelligent?" The schools are maintained at general expense to perpetuate the Constitution and to make citizenship safe and secure. Then, whatever the schools do must be toward this consummation. They must undertake what is essential; they must not indulge in non-essentials. Sound professional opinion must discriminate between essentials and non-essentials, and the Legislature must determine within what limits the schools may properly operate.

The schools must be within reach of every home, and they must provide at least the fundamentals of an education to every child. They must put every child in possession of enough learning to enable him to act intelligently and understandingly in his social relations and as an American citizen. They must train his mind to act for itself, and they must, at least, go far enough with the work to enable that mind to stand alone and begin to walk on its own account.

It is amusing to hear the question raised in the north-west as to whether this instruction shall be in the common language of the country or in that of a foreign land. To entertain doubt upon such a point is to ignore the main if not the only ground upon which general education at public expense can be justified. The schools must so educate the child that he may live in intelligent relationship with our people, that he may understand and love our institutions, that he may safely exercise the functions of our citizenship. An elementary education is what the common schools must hold out to every child of the land, and to effect the end for which it is provided, it must, as a matter of course, be given in the language of the country.

Local communities must be required to do this at least. They may do more. The constitutions of half the States and the statutes of nearly all of them contemplate or authorize public secondary schools. In comparatively recent years high schools have come to acquire a legal status in our system. Ordinarily they are not required to be maintained for they are not deemed an essential means to the end for

which our system of public education is maintained. Whether or not they shall be maintained is left to the discretion of each community. As a matter of fact a public high school has resulted from the intelligence and the wealth of each considerable settlement.

I entertain no doubt of the right and the propriety of the support of high schools at common cost at the option of the qualified electors of each municipality. But there are evils resulting from the introduction of public secondary schools, which need attention and which it will take time to correct. They attract public attention. They gratify local pride. They absorb the best teachers. Service in them is more remunerative and deemed to be more honorable than in the elementary schools. Their buildings are more magnificent, their equipment is more complete. Their curriculum rivals that of the best colleges thirty years ago, and what they do not feel justified in undertaking is not mentioned in even the Sunday newspapers. In the minds of educators, in the public esteem, they too frequently overshadow and dwarf the necessary and essential schools of the realm. The educational pyramid had better stand upon its base and not undertake to poise upon its apex. The best building and equipment, the best teacher, the best methods, should be provided for the beginners. The most generous support and the most alert attention should be given to starting the multitude rather than to decking out and polishing off the individual. The relationship should be more evenly and nicely adjusted by law, and the great mass of pupils who never get beyond the grammar grades should have most serious consideration of the law-makers and of all interested in the well-being of the masses.

There are some things which have no legitimate place in our educational work and yet which wedge their way into it. The educational theorist outruns all other theorists. The educational philosopher reaches after the unattainable and dives into the unfathomable even more than other philosophers. Speculation is without limits. There is no breakwater. He will suffer no layman to dispute him. He will speculate with other doctrinaires, and each will, in his own estimation get the advantage in the contest. Then he will insist on his distillations being condensed at public expense. Commonly they refuse to materialize at all. All changes and innovations crowd along together in the name of progress and reform. The result is confusion and sometimes chaos.

The waste of educational energy and effort in consequence of the speculative mania and because of the clashing of different interests is great. The cost is greater than necessary, if not unreasonably abnormal. At least there is no reason why better and more telling work should not be performed with the money at the disposal of the system.

In my opinion this subject is one of preëminent importance. The school system must settle down and become a *system* in fact as well as in name. When it does it will the more effectually perform the work expected of it, and it will disarm the critics or be the better able to withstand the assaults which will be made upon it. It never will until competent general authority intervenes to define and limit the scope of its operations, to say what it must do in all places, what it may do in some places and what it shall not undertake anywhere.

COMPULSORY ATTENDANCE.

I offer one more suggestion in support of my general proposition. After providing the means to do with, after securing a competent teaching service, after defining the work which the schools shall do in order to justify their existence at general cost, it is imperatively necessary to exact the attendance of the children for a sufficient time to accomplish the object in view.

Of course, if any parent prefers to educate his child at home or in a private school, no one can object, if this is not a mere pretext and a sham, and if the education so provided is at least equivalent to what the public requires. But the public has the right to know that it is equivalent and to exact information which will justify a public acceptance of its work. No responsible institution can have the least difficulty in establishing this fact. There is no other way of insuring general results.

Aside from this, all children must be brought into the public schools. The public indifference about this matter in America is amazing. There is not a constitutional government of Europe that has not, by most stringent laws, by a most elaborate course of procedure, by innumerable public officers, and severe penalties, at great cost, undertaken to exact attendance upon the schools. And their efforts are attended with marked and uniform success. My friend Dr. Levi Seeley, now of the Lake Forest University in Illinois, told me not long ago that when recently in the city of Berlin, a prominent German officer assured him, that in that great city of a million and a quarter people, there were not five children absent from the public schools who ought to be there. In England and France as well as Germany, children from 5 or 6 to 13 or 14 years old, in the cities and the rural districts alike, are compelled to attend school during every day the public schools are in session. Provision is made for relaxing the rule where good cause is shown, and where it appears that the child has progressed so far as to make it safe to do so, but this is to be determined by the public school authorities, and if the child is not in attendance it must be with their permission. Lists of all children are kept by regular police officers, or by special educational officers with similar powers, and all children of school age have to be accounted for by the public school authorities. All private schools exist only with the approval of the government. The qualifications of private teachers are as rigidly fixed by law as those of teachers in the public schools, and so indeed the private schools become public schools, in a sense. Indifferent or delinquent parents or guardians are punished until they are glad to comply with the requirements of the law. Local communities are required to provide ample school accommodations, and to enforce the attendance laws. Government officers see that they do it. If they fail, the government does it and levies a tax upon the community to meet the expense.

What reason is there to support the general features of this procedure there that does not exist here? How long is depravity and indifference to have its own perverse way among us?

We have legislated upon this subject, it is true; but we have legislated in a *dilettante*, milk and water fashion, which has been practically barren of results. There is almost an entire failure to appreciate the

importance of the subject, or how to meet it. Legislators fear that they may offend some one who has a vote. America is not to be the refuge and stamping-ground of socialists and communists and anarchists. It may be well to hang bomb-throwers and murderers, but it is better to prevent boys from growing up into thugs and outcasts.

My friend, Warden Brush, of our Sing Sing State prison, at the recent Prison Conference in Cincinnati declared with force: "A large share of the men and boys who are incarcerated in our State prisons and penitentiaries are there because they did not have proper discipline in the family, and were allowed by over-indulgence to play truant instead of attending school, and, therefore, received no school discipline." No man is more competent to speak, and he is clearly right. We, too, commonly overlook the vital importance of school discipline to children who receive no home discipline. That such children must come with faces washed and hair combed, that they must be punctual and regular, that they must deport themselves correctly and move at the stroke of the bell, that they must render unquestionable obedience to competent authority is, perhaps, of no less importance to the community than that they should be taught to read and speak the language correctly. The two things taken together will make citizenship safe, if children are taken from the street and brought where such influences may operate.

Troublesome social disorders can be best met by early and alert legal regulations, and by none more effectually than by such as will bring all children under the instruction and discipline of the schools. The children of the depraved and indifferent are the very ones whom it is most important we should reach, if we expect to accomplish the end we aim at, and justify the theory upon which we are proceeding. It can be done, but only through practical and stringent legislation. We have had enough compulsory attendance laws with no one to execute them, and which no one could execute; let us have some which will compel, and will provide that some one shall compel.

AUTHORITY TO PROMOTE EDUCATIONAL INTERESTS.

Now, these four matters which I have mentioned, viz.: Suitable buildings and appliances, a professional teaching service, a defined course of study, and compulsory attendance upon the public schools, or upon other instruction of equivalent value for a fixed time, are vital to the success of our educational plan, and the safety of a social compact based upon the principle of universal suffrage.

Where is the authority which is competent to regulate such matters and insure decisive and necessary action? It is not in the Federal government. Our governmental plan does not cede the control of educational interests to the National organization. It is not in county, or town, or district authorities. It is wisely and fortunately so, for many and obvious considerations. They are mere creatures of statutory law without original legislative or executive powers. The only authority which can act for this people, is the imperial commonwealth of New York, through the law-making power which sits at Albany.

"CENTRALIZATION."

It will be said that this is "centralization." That is a disagreeable word in America. Let us not be frightened by a word, however.

Extreme de-centralization has long been the hindrance, and it is now the danger of the American public school system. We had better regard the substance of things and not be influenced by a mere name.

As the population of States increases, as settlements become larger, all their interests have to be regulated more and more by central and general authority. It has been so in the exercise of the police power, in the punishment of crime, in the care of the insane, in the regulation of corporations, in protecting the public health and safety, in controlling elections, and in all of the multitudinous affairs of a great people. Why should the Legislature provide that one who commits a willful murder shall suffer death? Could not towns be left to deal with such cases? Why not cry "Centralization," when the Legislature prescribes the manner in which elections shall be held? Ought not inspectors of election to be permitted to pursue their own sweet way, even though they may be incompetent to supervise an election, or may connive at illegal voting, or set down numbers on the wrong side when the results are being computed? Is it not undue interference with local affairs, when the Legislature directs that a local nuisance shall be abated, and provides the men to do it? In short, is there not danger of carrying the idea of local and individual independence beyond the limits which are consistent with the general good? And is not the general well-being paramount to any local ambition or individual caprice? Is it not vastly more important that the entire people shall move forward to an eminence of intelligence and strength among the nations, than that local ignorance or natural perversity shall have its way?

I believe demagoguery has been given more heed in this connection than is best or proper. The plain people are entitled to more credit for intelligence and political wisdom than the demagogue gives them. We have a very recent and conspicuous illustration of the truth of this. Within a few days the Governor of Ohio has convened the Legislature of his State in extraordinary session for the sole purpose of regulating the local business affairs of the city of Cincinnati. Here is a most unusual exercise of central authority over affairs which concern the State at large much less than do the educational affairs of the city of Cincinnati. Yet no one is frightened at the step. No one deems it dangerous to liberty. So far as I have been able to discern, it is looked upon as heroic action. Indeed it may be safely said that the thinking public desires adequate authority to intervene and regulate affairs which effect all the interests and influence the prosperity of a State, when local authority is wanting, or shows itself incompetent to manage wisely and well.

LOCAL SELF-GOVERNMENT.

"Local self-government" is a phrase which sounds well. It ministers to personal ambition and it pleases the ear when it is pronounced in the ward primaries. But let us not be misled by a phrase. We must not accept the shell for the substance. A philosophy is of no use that fails to materialize. We have no way of administering affairs except by and through the people. There is no danger of the evolution of an office-holding class in America. The only nobility we shall ever have will be constituted of intellect and alertness. The man at the bottom will be at the top to-morrow. The child of the

president will never gain authority unless he deserves it. It seems as though the sons of strong men labor under a positive disadvantage in consequence of that fact, and perhaps it is well. Then, where is the danger of general authority to accomplish a general result, which can be brought about in no other way?

It will be said that a local and independent administration of school affairs educates the people to an intelligent exercise of the functions of citizenship. I answer, yes, if well and wisely administered, but experience and observation teach us to distrust the management of many schools. As well undertake to educate children mentally and morally in a school which is all turmoil and confusion as to educate men to citizenship through wrangling school meetings and through the transaction of school business in a slovenly, shiftless, irresponsible fashion, which produces a school administration that fails to command the respect and the obedience of all the people.

The State is not to take away from local communities the regulation and administration of local affairs. But the State is to see to it that local communities administer even local affairs, and particularly such as affect the general prosperity, with due regard to the interests and rights that are involved. What harm can come from the fact that it does so? What good may not come from that fact?

Let it ever be remembered, moreover, that the common school system is in no sense a city, town or district institution. In law and in fact it is a State institution, set up and maintained by the State for general purposes. The courts have uniformly declared this principle. No well considered contrary opinion can be found in the law books. This State institution may be administered in one way and by one class of officers in one place, and it may be carried on in another way and by another class of officers in another place, but it can at no time and in no place cease to be a State institution. The men and women most interested in preserving its integrity and promoting its substance and efficiency will do well to bear this fact in mind and adhere to it with unfailing purpose.

Our educational theories have developed since the constitutions of all of the older States were adopted, and during the processes of development, much of our school legislation has been by piecemeal. But the difficulty is not confined to the older States. When a village gains a city charter, when a Territory attains Statehood, everything else receives more attention than the interests of the schools. Regulate the affairs of the schools by the constitutions, provide for a complete and effective system of public education by comprehensive and adequate legislation, insure the proper administration of this system by the people, under authoritative State supervision and direction so as to produce the best schools everywhere, and exert their influence upon all people, and there will be no complaint about centralization, while the people will be taught to respect lawful authority and will be the more readily and thoroughly prepared for the duties of citizenship.

It is not well to unreasonably anticipate difficulties. It is not for the school authorities to invite controversy. Our course is to be a firm, uniform, consistent and pacific one. But we are bound to have our eyes open. We are to realize what will be expected of us. We are to measure the difficulties in the way. We must know that efforts

to remove the difficulties are to meet with an increased and concentrated amount of indifference, ignorance and dissoluteness. Nor are we to ignore the fact that the schools have positive and active enemies as well as indifference and ignorance to contend with. These enemies are tireless and artful and full of resources. Moreover, the school system has some friends to be delivered from. If we are not to borrow trouble, we are bound to prepare for consequences which are impending. If we are not to make or to magnify a tempest, we are to get ready for circumstances which are present or which are inevitable.

Do not charge me with pessimism. I have undoubting faith in the future of the republic. The substantial sense of the American people rises to emergencies with remarkable spontaneity and seizes and uses with great rapidity resources which are inexhaustible and invulnerable. But what is the special satisfaction in showing what the country can do in an emergency? Is it not as well to avoid emergencies? Would it not have been better to have adopted the constitution rather than the articles of confederation in the first instance? What was the wisdom of temporizing with the slave power until it involved 30,000,000 of people in a consuming conflict? There is enough of substance, there is a sufficiently strong sense of right, there is the requisite mind and muscle to put social disorder to the sword, and it will be done if the necessity arises. But a firm and steady course of legislation, an intelligent exercise of authority in the light of the information we possess, will avoid the necessity of supreme efforts, give us more secure homes and lighter hearts, for it will add to the happiness of all the people.

Professional educators seldom appreciate the influence they might exert toward the improvement of the school system. Only such as grow in spite of the influences of environment, broaden and strengthen as they ought with advancing years. Then they are natural controversialists. They derive so much recreation and delight from differences of opinion and from argumentative discussion that they are seldom able to act in accord. They have been badly used, their legal rights have been so few and they have been so shabbily treated by small officers with large powers so long that they seem as devoid of backbone as angleworms. It is not too much to say that if the professional school men and women of New York agree and unite upon an educational policy and stand upright and ask for it, it will soon crystallize into the law of the commonwealth. Neither is it too much to say that whatever educational progress is made, must come from these sources. It has been so in the past, and it will continue to be so. Lawyers and physicians and merchants and farmers do not live in the school atmosphere, and are not acquainted with the circumstances and needs of the schools. They are hardly in touch with those who are. Ordinarily they will not take the time to inform themselves. Indeed, it is almost impossible for any one not in the work to know or to say what may be done to advance its efficiency. The fact is that school work has in recent years come to be a professional employment calling for expert service of the highest grade. These facts at once increase the responsibility of professional educators and give added weight to what they say. The people and the Legislature understand this and stand ready to act in accordance with the acknowledged fact.

CONCLUSION.

I am not a professional teacher and I have made no reference to technical matters. I would probably have poor success in that field. But I have been upon vantage ground from which I think I have been able to see the circumstances and discern the needs of the public school system. It is an institution of our form of government, one of the great pillars on which the temple rests. Its mighty and beneficent influence cannot be discredited or disparaged. It is enshrined in the heart and it rests upon the conscience of the American people. It has been evolved out of circumstances. It was not organized upon a preconceived plan. It came from no common center. It was spontaneously generated in each growing settlement. So long as settlements were small, so long as communities were homogeneous, it answered well. Even beyond this point it has been magnificently supported, and it has performed its work with marvelous effect. But there has not been much system about it. There has been only a very weak general organization, no comprehensive plan, no authoritative voice of command, no definiteness of purpose, little unity of action. The wonder is that the comparatively small body of persons who have made its service their life-work, and who have been rightly styled "the army of martyrs," have been able by voluntary association and by coöperative effort to bring about as much of an organization and perform the work they have. But now the time has come for decisive and general action. Our communities are no longer small in size. They are not few in number. They are not homogeneous in character. Each year and each hour the effective education of this continually swelling mass of people becomes encompassed with more difficulties and greater embarrassments. The school system needs strengthening. It may need strengthening at the top, but it needs it more at the bottom. It has weaknesses which are inherent. It has friends who are misguided. It has opponents who are unreasonable. The house needs to be put in order, and there should be no delay in doing it. We can be satisfied with nothing less than a public school system which has all the requisite appliances and a competent professional teacher within reach of every American child; a system which will care for the body, open the mind, arouse and stimulate the hearts of all; a system which, upon a common plan and with unity of purpose, will promote the intellectual and moral, as it will the industrial and material well-being of every community, and which has the authority imperatively essential to the working out of its general purposes.

Such a system must necessarily result only from general legislation. As a matter of fact, if we may judge from universal experience, we shall approach that consummation only when the school men of the State with concert of action map out the course and lead the way.

Why can not an effective movement be initiated by asking the next Legislature to provide for an educational commission to be comprised of representatives of all phases and grades of educational work, to sit at Albany for thirty or sixty days and to be properly paid for the service, and which shall be instructed to inquire and find out, not only whether the average child in New York is being educated as completely as he ought to be, but whether all the

children of New York are being educated as effectively as is the case in France or Germany, and if not, why not? Is it not worth while to spend a few thousand dollars in an intelligent effort to determine whether the seventeen millions we are annually spending for schools is being expended to the best possible advantage? What other question approaches this one in far-reaching consequences? Of what comparative consequence is it whether the tariff is high or low, if illiteracy be upon the increase and socialism grows in a country where "the will of the people is the law of the land?"

Gentlemen and ladies, you are citizens of an imperial commonwealth, one whose conspicuous location, whose exhaustless resources, whose vigorous and energetic manhood have given her a leading influence among the States of the American Union. You love her and all the world honors her for her history, her traditions, her enterprise, her gigantic undertakings, her magnificent accomplishments. It so happens that upon you and your associates depends, more largely than you think, the enduring well-being of this great and honored commonwealth. Her past is your inheritance; her future is in your keeping. Act in concord, with discernment and with courage, and you will have the thanks of a prosperous and happy people, who, because of what you do, will occupy a still more commanding eminence among all the commonwealths of the great republic.

APPENDIX.

EXHIBIT NO. 4.

Council of School Superintendents of the State of New York.

PROCEEDINGS OF THE EIGHTH ANNUAL MEETING OF THE COUNCIL
OF SCHOOL SUPERINTENDENTS OF THE STATE OF NEW YORK, AT
ALBANY, OCTOBER 16 AND 17, 1890.

COUNCIL OF SCHOOL SUPERINTENDENTS OF THE STATE OF NEW YORK.

PROCEEDINGS OF THE EIGHTH ANNUAL MEETING OF THE
COUNCIL OF SCHOOL SUPERINTENDENTS OF THE STATE
OF NEW YORK, AT ALBANY, OCTOBER 16 AND 17, 1890.

OFFICERS OF THE COUNCIL.

Superintendent William H. Maxwell, Brooklyn, president; Superintendent Barney Whitney, Ogdensburg, vice-president; Superintendent E. N. Jones, Saratoga Springs, secretary and treasurer.

The eighth annual meeting of the Council was held in Albany at the Department of Public Instruction, October 16 and 17, 1890.

MEMBERS PRESENT.

The following members of the Council were present: E. E. Ashley, Little Falls; J. W. Babcock, Dunkirk; W. J. Ballard, Jamaica; E. J. Beardsley, Elmira; David Beattie, Troy; Emmet Belknap, Lockport; N. L. Benham, Niagara Falls; A. B. Blodgett, Syracuse; N. N. Bull, Oneonta; J. H. Clark, Flushing; C. W. Cole, Albany; J. A. Estee, Gloversville; L. C. Foster, Ithaca; James Godwin, New York; J. I. Gorton, Sing Sing; E. N. Jones, Saratoga Springs; H. H. Loomis, Waterford; George J. McAndrew, Plattsburgh; Wm. J. McCluskey, Cohoes; William H. Maxwell, Brooklyn; A. McMillan, Utica; M. J. Michael, Rome; R. V. K. Montfort, Newburgh; Frank Place, Cortland; E. J. Peck, Owego; R. R. Rogers, Jamestown; C. M. Ryon, Kingston; Fred. Seymour, Watertown; M. W. Scott, Binghamton; A. G. Slocum, Corning; B. B. Snow, Auburn; Wm. S. Snyder, Johnstown; H. L. Taylor, Ph. D., Canandaigua; Edward Wait, Lansingburgh; Barney Whitney, Ogdensburg; Sherman Williams, Glens Falls.

The following gentlemen were also present: Principals F. S. Capen, New Paltz; J. M. Cassety, Buffalo; Fox Holden, Plattsburgh; J. M. Milne, Oneonta; W. J. Milne, Albany; Commissioner William A. Baldwin, Volney.

TOPICS.

In the program prepared the following topics were presented for the consideration of the Council:

A State Educational Congress. Address by Hon. A. S. Draper, State Superintendent of Public Instruction.

Compulsory Education and Reformatory Schools. Report of Committee.

Professional Training for Teachers. Report of committee.

Pensions for Teachers. Report of committee.

Exhibit of Work from New York Schools. How should it be made at the approaching World's Fair?

Natural Science. Scope of work and methods of teaching in elementary schools.

Technical Grammar and Language Teaching. Recent changes in examinations by the Regents.

Teachers' Meetings. Their province when conducted by principals and when conducted by superintendent.

Physical Training. How should exercises be conducted; what time should be given to recesses?

Should Village Superintendents Teach?

School Libraries and Supplementary Reading.

Psychology. How far is its study essential to successful work in the class-room?

CONGRATULATIONS.

In opening the first session of the Council, President Maxwell congratulated the members upon the good work growing out of the last preceding meeting. While neither of the two important measures advocated by the Council, viz.—the professional training of teachers, and compulsory education—had been enacted into laws, both had received favorable legislative action, and, by the discussion which they had provoked, had contributed to the development of right public sentiment.

REPORT OF SPECIAL COMMITTEE ON COMPULSORY EDUCATION.

Superintendent Cole, chairman of the committee on compulsory education, made a verbal report to the effect that while apparently no progress had been made towards obtaining the legislation this body had so earnestly sought for, in reality much had been done that the committee had confidence would result in ultimate success. A bill had been introduced early in the session and referred to the committee on public education. The chairman of your committee and the State Superintendent appeared in behalf of the bill. No one appeared against it. Subsequently a very carefully prepared bill, drawn by Messrs. Maxwell and Keyes, of the Brooklyn department of public instruction, was substituted, and the whole matter was referred to a subcommittee of the Assembly committee on education. This committee was encouraged to believe that a bill was to be immediately forthcoming from a quarter that would have strong influence in securing practically unanimous favorable action. Before this could be accomplished, however, it was necessary that the new ballot law and other general legislation should be perfected before your bill could be taken up. The result was that as the ballot law was not disposed of until the very closing hours of the session, your bill was not farther advanced. Your committee has confidence in the future. They believe that next winter the Legislature can be moved to take favorable action on the measure whose passage has been worked for so earnestly. Your committee therefore requests that it, or a new committee, be directed to prosecute the work until successful.

On motion of Mr. Clark, the committee as at present constituted was continued for another year.

THE TRAINING OF TEACHERS — REPORT OF SPECIAL COMMITTEE.

Superintendent Maxwell, as chairman of the special committee on the professional training of teachers, presented the following report:

To the Council of School Superintendents:

Your committee, appointed last year for the purpose of preparing and urging the passage of a bill making professional training, for at least one year, in lieu of the scholarship represented by a college degree, a necessary preliminary to obtaining a license to teach in cities and incorporated villages, respectfully report:

The following resolution was adopted by the Council:

Resolved, That a committee of five be appointed by the president to draft and present to the Legislature at its next session, a bill covering the following points:

That after January 1, 1892, no person not previously legally licensed and employed in teaching, shall be licensed to teach in any public school in any city or incorporated village or union free school district — employing in each case a superintendent of schools of this State — who does not hold a college degree, or who has not, in addition to the scholarship now required for a teacher's certificate, received at least forty weeks' instruction in the theory and practice of teaching in a properly organized normal or training school or class.

In accordance with this resolution your committee prepared the following bill:

AN ACT to promote the professional training of teachers.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. The board of education in any city of this State, is hereby authorized and empowered to establish one or more schools or classes for the professional instruction and training of teachers; and the expense of establishing and maintaining such schools or classes shall be added, by the corporate authorities of the city establishing the same, to any tax authorized by them to be levied for school purposes.

§ 2. Persons to be eligible for admission as students in any such school or class, must be sixteen years of age, and must hold a certificate of scholarship from a school commissioner or superintendent of schools in a city, incorporated village, or union free school district, equivalent at least to a certificate or license of the first grade as established and defined by the State Superintendent of Public Instruction; and the board of education in any city may prescribe such other and further conditions of admission as they may see fit.

§ 3. Such schools or classes shall be conducted under the general supervision and direction of the superintendent of schools in the city in which they are established, who, subject to the approval of the board of education, shall prescribe all necessary rules and regulations for the government of such schools or classes.

§ 4. After the first day of January, eighteen hundred and ninety-three, no teacher in any incorporated village or union free school district, which employs a competent person as superintendent, whose time is exclusively devoted to the supervision of the schools therein, shall be deemed a qualified teacher and eligible to appointment or

employment as such, who, in addition to having passed an examination in scholarship equivalent at least to that required for a certificate of the second grade as defined and established by the State Superintendent of Public Instruction, shall not also have received special instruction and training in the principles of education and the art of teaching in some normal or training school or training class for teachers, for a period of at least thirty-two weeks and have satisfactorily accomplished the course of study, instruction and training prescribed for such period.

§ 5. After the first day of January, eighteen hundred and ninety-three, no teacher in any city of this State shall be deemed a qualified teacher, and eligible to appointment or employment as such, who, in addition to having passed an examination in scholarship equivalent at least to that required under the provisions of section two of this act for admission to a training school or class, shall not also have received special instruction and training in the principles of education and the art of teaching in some normal or training school or training class for teachers, for a period of at least thirty-two weeks, which must be attested by the certificate or diploma of such school or class in the form prescribed by the board of education thereof.

§ 6. The provisions of sections four and five of this act shall be held not to invalidate any certificate or license to teach, which may be in force on the said first day of January, eighteen hundred and ninety-three; and a satisfactory experience in teaching for a period of not less than three school years, shall be held as equivalent to, and may be accepted in lieu of, the thirty-two weeks of professional training required by the said sections four and five.

§ 7. Persons holding a college degree, or the diploma of any recognized normal or training school or recognized class or school in pedagogics, may be exempted from the requirement to furnish the evidence of professional training required by the provisions of this act.

This bill was introduced in the Assembly by the Hon. George L. Weed, and in the Senate by the Hon. James W. Birkett. It passed both houses without appreciable opposition, but failed to secure executive approval. What the Governor's objections to the measure were, your committee have not been informed. No educational measure, however, of recent years, has received more general support from the leading educators of the State. The State Superintendent of Public Instruction, the presidents of our colleges and universities, the city superintendents, the principals of State normal schools, the officers of the several schools of pedagogy, all united in urging upon the Legislature and upon the Governor that this bill should become a law.

The principle involved in this bill is of importance so vital to the progress of education, the bill itself met with support so general and enthusiastic from the Legislature, from the public, and from the profession, that your committee believe another effort should be made to bring the matter before the Legislature, and to obviate or remove the Governor's objections. They would, therefore, offer for adoption the following resolutions:

Resolved, That the council of school superintendents of the State of New York hereby reaffirms its previously expressed opinion that the

requirements for a license to teach in any city or incorporated village or union free school district in this State should be established by law, as follows: Either a standard of scholarship represented by the degree of a reputable college, or by the diploma of a State normal school; or a standard of scholarship equivalent to that required for a certificate of the first grade as established and defined by the State Superintendent of Public Instruction, *together with* special instruction and training in the principles of education and the art of teaching in some normal or training school or class for teachers, for a period of at least thirty-two weeks; or a satisfactory experience in teaching, of not less than three school years.

Resolved, That a special committee of five be appointed by the chair to secure the introduction, in the Legislature of 1891, of the bill printed in this report, entitled "An act to promote the professional training of teachers," and that said committee be empowered to make such changes in said bill, as will obviate the Governor's objections, provided such changes do not conflict with the principles enunciated in the foregoing resolution.

WM. H. MAXWELL,
L. C. FOSTER,
E. J. PECK,
A. GAYLORD SLOCUM,
CHARLES M. RYON,
Committee.

Upon motion of Superintendent Cole the report was accepted.

A motion to adopt the first resolution offered by the committee gave rise to a general and prolonged discussion. The committee was directed to amend section 2 of the bill by inserting in place of the word "sixteen" the words "at least seventeen" and in place of the words "first grade" the words "second grade," and to amend section 6 by substituting for the words "three school years" the words "two school years," and to add to the bill a section declaring that, "Nothing in this bill shall be deemed to prevent boards of education in cities and incorporated villages from establishing a higher grade of qualifications for teachers' licenses than those prescribed by the bill."

The resolution under consideration, after being modified so as to conform to the foregoing amendments, was adopted.

Upon motion of Superintendent Jones the second resolution contained in the report was adopted, and the same committee continued in charge of the measure.

PENSIONS FOR TEACHERS — REPORT OF COMMITTEE.

Superintendent Snow, for the committee on pensions for teachers, presented the following:

To the Council of School Superintendents of the State of New York:

GENTLEMEN.—Your committee appointed at the last annual session of the Council to investigate and report upon the resolution introduced at that session, looking toward legislative action providing for an annuity for retired public school teachers, respectfully report:

That immediately upon the adjournment of the Council a circular of inquiry was prepared, asking for information upon the following points:

First. The opinion of the party addressed as to the merits of the proposed measure, with any objections as to the propriety or justice of legislative enactment of such purport.

Second. As to the probable number of teachers in the locality of the party addressed who would avail themselves of such annuity, if granted, and the approximate amount which would be required to pay the same annually.

These circulars were sent to each of the school commissioners of the State, the city and village superintendents, and to some others more prominently interested in educational affairs, about 150 in all.

Replies were received from forty only of those addressed, to wit, seventeen school commissioners, fourteen city superintendents and nine village superintendents, principals, etc.

The responses are classified as follows :

	Favor- able.	Unfavor- able.
Commissioners	10	7
City superintendents ..	13	1
Village superintendents and others.....	7	2
Total	30	10

Upon the important question as to the number in the several localities who would be entitled to annuities, the fourteen cities reporting estimate the number at eighty, fifty of which are from the city of Brooklyn alone.

The seventeen commissioners report the number at forty, the highest number from any one county being ten in the county of Schuyler. It is a source of regret to the committee that the information sought upon this point has been so meagerly supplied. The important cities of New York, Buffalo, Rochester, Troy and Utica have maintained a dignified silence as to both inquiries, and the committee are therefore without data to estimate the number by which those cities would swell the list. Taking the relative population of the cities reporting and those not reporting as a basis, your committee estimate the total number of teachers in the cities of the State who would be entitled to annuities at 200. Of this number it is not probable that more than fifty per cent would avail themselves of the proposed privilege. As to the number in the rural communities, there is still less chance for an accurate estimate, but it is believed that the whole number would not exceed 200, of whom perhaps seventy-five per cent would apply for the annuity. Placing the average annuity of the city teachers at \$300, and of rural recipients at \$200, the total cost per year upon the basis above stated would be \$60,000. But for the purpose of absolute certainty, your committee suggest that a fixed sum be determined upon for the annual appropriation, out of which those entitled to annuities shall be paid in the order of their application.

Your committee has been thus explicit upon this branch of the subject for the reason that the first question that will be asked

upon application to the Legislature will be, "How much is this scheme going to cost?" It is easy enough to secure tawdry legislation for the schools, which has a little sentiment to back it and no direct expense visible; but when an act calls for an appropriation to secure its efficiency, it is apt to linger in committee. It is with this fact in view that it has been thought important to present the pecuniary phase of the question in as definite terms as practicable.

Turning our attention to the merits of the question, those who have expressed unfavorable opinions have given the following reasons:

1. If a teacher has taught twenty or twenty-five years, and from any cause has become inefficient, it would be almost impossible to get rid of her until she had completed her thirty years.

2. Good teachers are poorly paid because there are so many poor ones. Under the proposed measure the number of poor teachers will be increased, and the wages of good teachers will be lowered.

3. Teachers, as teachers, will be less highly esteemed than now.

4. The measure would intensify the existing opposition to the public school system.

5. There are so few to be benefited that it would not pay to "cultivate and harrow" the Legislature to secure the passage of the act.

6. If teachers are to be pensioned, why not other professionals, lawyers, doctors, ministers?

7. It would deplete the general school fund, already too small.

8. It seems probable that they who have pulled through thirty years have already a competence.

9. Many others more needy than the recipients would be excluded from the benefits of the measure, and at the same time be compelled to contribute to pay towards the income of their more fortunate associates.

10. If a good teacher can not secure sufficient pay to save something for a rainy day, she will seek and find other employment.

11. One civil pension granted would lead to another, thus establishing a privileged class to be supported by the industrious people.

12. Raise the salaries of teachers so that the proposed annuity will be distributed while the teachers are in actual service.

13. The measure will inure to the benefit of cities to the prejudice of rural communities.

14. The measure will operate unjustly to the cities of the State in that they will have to pay the pensions of their own teachers, and those of the rural districts also.

On the other hand, those who have expressed favorable opinions have advanced the following reasons:

1. The business of teaching in our public schools has no direct relation to any other profession or business among men. The duties, the remuneration and the time of payment are prescribed by others.

The rules for preparation are arbitrary. Society and the authorities insist that teaching is a work of benevolence, in part at least. As a rule, the best and most capable men and women can not afford to engage permanently in teaching. The teacher who looks sharply for honors and emoluments in teaching usually detracts so much from the study and practice of his legitimate work in instruction and management. The teacher is, therefore, the ward of the State, and also its creditor. He is paid only in part for his services, while he con-

tinues to teach, and there should be a reserve fund for liquidating the balance when he has served his time.

2. It would be an incentive to able men and women to enter into and continue in the service of the schools instead of using teaching as a stepping-stone to something else.

3. It would enable the State to constantly revivify the teaching force by retiring faithful but superannuated teachers, who are now kept in employment at full pay through sympathy.

4. It would be an incentive to better work that the teacher might be retained in service long enough to secure the annuity.

5. It would raise the standard of qualifications of teachers, and, in that view, would be worth more to the State than it would cost.

6. The State has virtually recognized the justness of the measure by providing liberal salaries for its immediate employés in school work—a recognition which experience proves will never extend to local authorities, except in a few instances in the larger centers of population.

It is proper to add that of those who have expressed their approval of the measure in general terms, several have suggested objections which are embodied in the points of those who have dissented therefrom, while many of those who have dissented have also suggested favorable considerations.

It is not the purpose of your committee to discuss the objections which have been offered to the proposed enactment. That they have been offered in good faith will not be questioned, although they impress your committee as directed to the abuses of the proposed law, rather than to its fair and conscientious enforcement. The facts and opinions herein embodied are such as the committee, with reasonable diligence, have been able to procure, and they are submitted for your information and consideration.

In conclusion the committee submit the following suggestions:

First. If public sentiment which influences or should be a guide for legislation does not approve this measure, it should drop here.

If it is probable that the Legislature and the Executive would not favorably regard it, it should not be presented, for every failure to secure attempted legislation weakens our influence.

If there is danger that the adoption of the measure would lead to extravagant drafts upon the school fund it should be abandoned.

On the other hand, if the teaching power in the State can be reënforced and strengthened by the adoption of this measure; if the patient, persistent but underpaid toiler in our public schools can be rewarded for his fidelity when his energies relax from the continued strain; if justice to the many with injustice to none can be secured, no reasonable effort should be spared to accomplish the desired result.

Second. Your committee submit the following general plan as the basis for an act, in case the council deem it wise to pursue the matter further:

That an appropriation of thousand dollars be made to pay annuities to retired public school teachers. That the limit of an annuity be fixed at \$500, and the basis of apportioning the same shall be one-half the average annual salary of the applicant for the last five years of his or her teaching. That such annuity shall cease whenever the

annuitant becomes a non-resident of the State or shall receive from any source an income of \$500 or more. That to entitle a person to an annuity he or she must have been engaged in teaching in public schools as a chief means of support for thirty years or more, the last twenty years of which must have been in the public schools of this State.

That the act shall not be applicable to teachers who, for the last ten years of their teaching, shall have received an annual salary of \$2,000 therefor.

That the annuity shall be paid out of the public school fund of the State under the direction of the State Superintendent of Public Instruction, who shall determine what persons who may make application shall be entitled to annuities.

The State Superintendent shall make such rules and regulations in regard to the proof of claims of applicants as he shall deem expedient.

Respectfully submitted.

B. B. SNOW,
L. C. FOSTER,
F. SEYMOUR,
Committee.

The report was received and laid upon the table for subsequent consideration, it being stated that a committee representing the teachers of Albany desired a hearing upon the subject.

EXHIBIT OF NEW YORK SCHOOLS AT THE WORLD'S FAIR.

The discussion of this topic was opened by Superintendent Godwin, who suggested that a model school-house be erected on the site of the exhibition and so equipped and arranged as to illustrate the work of the different grades, the methods employed, the text-books and apparatus used, and other features characteristic of the educational work of the State.

The discussion was continued by Superintendents Beattie, Cole and Maxwell, the latter suggesting that the cost of such a building as that proposed by Superintendent Godwin would be not less than \$200,000, an amount which it would be difficult to secure unless the Legislature could be induced to make an appropriation for the purpose. It was finally voted to refer the entire subject to a committee of three to report at the next annual meeting. By a subsequent vote of the council this committee was increased to seven, with President Maxwell as chairman. The remainder of the committee was constituted as follows: Superintendents Cole, Godwin, Blodgett, Ellis, C. E. Gorton and Foster.

NATIONAL DEPARTMENT OF SUPERINTENDENTS.

Judge Draper called the attention of the Council to the approaching meeting of the National Department of Superintendents at Philadelphia and urged the members to attend so far as possible.

TECHNICAL GRAMMAR AND LANGUAGE TEACHING.

Superintendent Belknap, who opened the discussion of this topic, thought that the recent changes in the Regents' examinations failed

to recognize certain lines of work which have recently been made prominent in language teaching. The teaching of formal grammar must be continued because of its necessity in teaching correct punctuation. The introduction of word analysis he approved because scholars are generally deficient in their knowledge of ordinary English words.

The discussion was continued by Superintendents Wait, Ashley, Snow, Cole, Babcock and Whitney, the general sentiment being favorable to continuing instruction in grammar in grades below the high school.

SCHOOL LIBRARIES AND SUPPLEMENTARY READING.

In opening the discussion of this topic, Superintendent Williams claimed that too much had been expected from supplemental reading. That while it afforded a greater variety and a wider range of reading, and a better acquaintance with our literature, the fact of reading so much, and to a great extent without due previous preparation, and with insufficient drill following, leads to a very superficial habit in reading. He claimed that something was lost when the old habit of declamation went out of schools. He thought that the acquaintance with literature which the supplemental reading afforded might be had to better advantage through the use of school libraries. He thought that it would be well to have carefully graded selections made, and the pupils of each grade be required to commit a number to memory, and be drilled on them again and again. He would not call this declamation, because that was a bad and offensive name to the pupils. He would call it reading without a book. He believed that the use of supplemental reading in schools had done a great deal of good, but that it was now time for an advance. He thought the library should be made a very important factor in school, and used systematically, not in a haphazard way. He believed that any school might have a good library if reasonable effort were made to get it. He would relate the library as closely as possible to other school work. He would have lists of books made for the children that related to the work in hand, whether it were geography, history, science or literature. He would also have the teachers of these subjects refer the pupils to certain chapters to read in connection with certain topics. He would require the reading of certain books in each grade. He would make the creating of a taste for good reading a systematic work, extending through all the grades, from the lowest to the highest.

Judge Draper gave a brief account of the origin and history of the library fund. A general discussion followed, which terminated in the adoption of a motion to appoint a committee of five to consider the matter of school libraries, and report at the next meeting of the council. Subsequently this action was reconsidered, and Superintendent Williams was made a committee of one for the purpose named.

The following resolutions, offered by Superintendent Williams, were adopted:

Resolved, That this Council is greatly pleased to learn that a State Library Association has been organized, and that it has appointed a committee to secure suitable legislation to encourage the formation

and support of public libraries, and to make the public school libraries more effective.

Resolved, That this Council will cordially support measures looking to this end.

Resolved, That this Council approves the general plan outlined in the Annual Report of Superintendent Draper for 1889.

ABSTRACT OF REMARKS OF SUPERINTENDENT DRAPER IN REFERENCE TO A
STATE EDUCATIONAL CONGRESS.

The State Superintendent said that what he had to say touching a State educational congress, ought not to be dignified so far as to call it an address; he would simply present the matter sufficiently to place it before the Council. The suggestion was not now made for the first time. He had made it in his annual report for 1887, and had recurred to it in his annual report for 1890. The educational interests in New York exceeded those of any other State in the union. No other public enterprise in which the State was engaged, was of such far-reaching consequences. Last year we expended in our State educational work \$17,000,000. Ten millions of dollars were paid for teachers' wages alone. He thought it well worth while to spend a few thousand dollars in determining whether we are spending this great sum to the best advantage.

Schools had existed in nearly all the settlements of the State from the earliest days. Indeed, schools seem to have sprung up spontaneously wherever communities existed, but there was not much system or plan of organization, not much concentration of purpose about the work of the schools. So far as there was unity of action and definiteness of purpose, it had been brought about through the voluntary efforts of the State educational conventions; but these conventions met only once each year and then continued but for a day or two, and it was exceedingly difficult to arrive at any common understanding between them.

He said that whatever educational progress had been made in the State was the result of the efforts of the educators of the State, and whatever was to be expected in the future must be expected from the same source. He thought, however, that the interests were sufficiently great to justify some unusual proceeding in order to promote them. The Legislature was not able to fully attend to the educational interests of the State. It was busy throughout the session with other matters, and it was impossible to gain its attention to this subject. It was of the highest importance to bring about a more substantial, harmonious and enduring educational organization, and he thought that the way to bring this about most quickly and completely, would be through a State educational commission or congress. This should be constituted of representatives of all the different classes and grades of educational work, and there should also be in it some of the best of the prominent men of the State, who are not identified with educational work. It should sit at the Capitol, and remain in session for sixty or ninety days, and be paid for the labor. It should be given authority to fully inquire into all the educational circumstances of the commonwealth, and it should be charged with the responsibility of ascertaining whether our children are being edu-

DEPARTMENT OF PUBLIC INSTRUCTION.

cated as generally and as completely as are children in other lands; and it should be asked to assimilate and harmonize our educational effort, to the end that the best results might be secured.

This commission should report to the Legislature. Of course, nothing that it did would be of legal consequence unless approved by the Legislature and enacted into law, but it was very likely that the report of such a body would have great weight with the law-making power. It would be able to speak with authority, and its conclusions might fairly be expected to be accepted by the people. The session of such a commission would attract public attention to school work. Its proceedings would be reported by the press and watched by the people. In this way we could secure an added public interest in the school work of the State.

The Superintendent suggested that the State frequently took just such a step in relation to other matters. He pointed out that during the last summer, a State commission of considerable size had been in session in Albany, and at Saratoga and in New York city, for the sole and only purpose of revising the judiciary article of the Constitution.

He said that that was a matter so comparatively simple that the Legislature might readily attend to it without outside assistance, while the educational interests of the State were so great and technical in character as to make it impossible for it to do so.

The Superintendent stated that it had been the custom in Great Britain for many years to convene what is called a Royal Educational Commission. This body meets whenever Parliament passes a law providing for it. It has met at intervals of from six to fifteen years. It has been in session upon each occasion during several weeks, and has addressed itself to the entire educational work of the British kingdom. When it had arrived at conclusions, it formulated them and presented them to Parliament, and ordinarily the report of this commission had been adopted by Parliament and become the law of the kingdom.

It was believed that some similar movement in this State would be worth more than it would cost.

The Superintendent expressly declared that he had no idea of entirely revolutionizing the educational organization of the State. He had no sympathy with any suggestion in that direction. He was not in favor of tearing down, except where opinion was very strong as to the advisability of it, and then only when what was torn down could be supplanted by something better. He was in favor of building up a symmetrical educational structure, and he believed that this could be done more readily and effectively by some such process as he had indicated. He would not act too precipitately in this matter. He was in favor of the fullest discussion of the suggestion here, and if it seemed of consequence to the members of this Council, he was then in favor of the appointment of a committee to present the matter to the other educational bodies in the State. He did not think it ought to be presented to the Legislature until the educational sentiment of the State was well concentrated in its favor. If the school men of the State, after consideration, thought well of the suggestion, then we would go together and present it to the Legislature. If they did not cordially approve of it, then it had better be dropped.

Superintendents Maxwell, Gorton, Godwin and others spoke in approval of the plan outlined by Judge Draper. Superintendent Blodgett offered the following, which was unanimously adopted:

WHEREAS, This meeting has heard with pleasure the address of State Superintendent Draper, showing clearly the advantages of an authorized congress of representatives of the various educational interests of the State of New York; therefore, be it

Resolved, That the proposition to create a State educational commission, which shall be representative of all classes and grades of educational work, as well as of the best lay sentiment of the State, with power to sit a sufficient length of time to consider the future educational interests of the State, and report to the Legislature plans for the promotion of the same, commends itself to the good opinion of this Council, and the president is hereby directed to appoint a committee of five whose duty it shall be to lay the matter before the other State educational bodies for the purpose of securing their approval and coöperation, and that, if such coöperation is secured, such committee with similar committees from the other bodies draft and present at the next session of the Council a legislative bill for carrying out the suggestion.

The following committee was appointed for the purposes named in the foregoing resolution:

Messrs. Blodgett, Jones, J. I. Gorton, Slocum and Ashley.

PENSIONS FOR TEACHERS.

The report of the committee on pensions for teachers was taken from the table, and the following resolution in relation thereto was, on motion of Superintendent Snow, adopted:

Resolved, That this Council cordially indorses the justice and propriety of an annuity by the State to retired public school teachers, substantially as reported by the committee.

Resolved, That in view of the fact that the Council has already several important matters of legislation to present, and of the further fact that the project of such annuity is comparatively new, it is deemed inexpedient to present the same to the legislature at present, and that further action thereupon be deferred to a subsequent meeting of this Council.

SHALL VILLAGE SUPERINTENDENTS TEACH?

Superintendent Peck thought village superintendents should be allowed to teach where it could be done without prejudice to the necessary supervisory work. Superintendent Williams thought a supervising officer could supervise more intelligently if he did some teaching. Superintendent Bull thought that whenever a superintendent teaches there must be some part of the school work which is not supervised. Superintendent Ashley thought it would be unsafe to modify the present law prohibiting superintendents from teaching. Judge Draper said that the law had been enacted to protect the State from being imposed upon and that any proposition to modify it now came too late. The present Executive would not consent to such modification.

MISCELLANEOUS BUSINESS.

The treasurer reported a balance of \$116.72 in the treasury.

A bill of eleven dollars by T. J. Dyson for printing was allowed and ordered paid.

The city of Ithaca was chosen as the place for the ninth annual meeting, to be held on the third Thursday and succeeding Friday in October, 1891.

The following officers were chosen for the ensuing year : President, Sherman Williams ; vice-president, A. G. Slocum ; secretary and treasurer, E. N. Jones.

Upon motion by Superintendent Beattie, the thanks of the Council were tendered to the retiring president and to the secretary and treasurer.

E. N. JONES, *Secretary.* •

A P P E N D I X .

EXHIBIT NO. 5.

“Society of Associated Teachers of New York.”
1794-1807.

PROCEEDINGS OF MEETINGS OF THE SOCIETY OF ASSOCIATED
TEACHERS FROM MAY 15, 1794, TO MARCH 28, 1807.

[Copied from original manuscript in possession of the New York State Library.]

MEETINGS OF THE SOCIETY OF ASSOCIATED TEACHERS.

* Proceedings 1794-1807.

[NOTE: Preamble, Constitution, and "Bye-Laws" will be found, as in the original, at the close of the proceedings here given.]

NEW YORK, *May 15th. 1794.*

Agreeable to a Resolution of May 6th. inst. for the purpose of forming an Association of Schoolmasters in the City of New York they met this evening at the School Room of Citizen Gad Ely to wit.

Gad Ely	since dead.	John McKiernan	dead
John Campbell	since dead	Dennis McGahagan	dead
Donald Fraser		James Liddell	since dead
Enoch Ely		John Bowman	dead
John Collins	since dead	Andrew Smith	
Thomas Shields	dead	Isaiah Rogers	since dead
John Coffin		John Winchell	since dead

John Wood chosen Chairman, since dead

John Winchell Secrety.

The intentions of the Meeting being explained and the propriety and great utility of such a Society fully discussed, the following Resolutions were passed:

Resolved

That the Teachers present form themselves into a regular Society.

Resolved

By this Society that the Person filling the Chair for the time being be authorized to call to order any member when Necessary.

Resolved

That Citizens John Wood, Donald Fraser, John Campbell, Dennis McGahagan and John McKiernan be a Committee to draw up a System of Regulations, and Laws for the government of this Society, to lay before them at their next meeting for their approbation.

Resolved

To meet at the Schoolroom of Citizen John Campbell on Thursday Evening the 22nd. inst. at 7 o'clock.

Adjourned.

NEW YORK *May 22d 1794.*

The association met agreeable to adjournment at the School Room of Citizen Jno. Campbell.

Present

Mr. Payne	Mr. Fraser	Mr. Richardson
Mr. Shepherd	Mr. Campbell	Mr. Smith
Mr. Collins	Mr. M. Kiernan	Mr. Paterson
Mr. Winchell	Mr. Davis	

Mr. Payne was chosen Chairman

Mr. McGahagan chosen Secry.

The business of the Meeting being opened after some desultory conversation,

Resolved

That the further discussion of the business before the Society be postponed until Thursday Evening at 7 o'clock.

Resolved

That the Secretary notify the different Teachers in this City, as far as it is in his power, to meet and attend on Thursday Eveng. next at Citizen Richardson's at No. 18 Nassau Street.

Adjourned,

NEW YORK *June 5th.* 1794.

The Society met agreeable to adjournment at Citizen William Payne's Cedar Street No. 23

Present

Mr. McKiernan	Mr. Payne	Mr. Latham
Mr. Shepherd	Mr. Gad Ely	Mr. Davis
Mr. McGahagan	Mr. Enoch Ely	Mr. Fraser
Mr. Wood		

Mr. Fraser was chosen Chairman.

Mr. Enoch Ely Secretary.

On motion

Resolved

That an address of Congratulation be prepared and present to Dr. Priestly, and that a Committee be appointed for that purpose, to consist of Five Members, when

Mr. Payne	Mr. Latham
Mr. Shepherd	Mr. E. Ely

and Mr. Davis were appointed said Committee to report on address to the Society on Saturday next at 1 o'clock P. M.

Adjourn'd accordingly to meet at Mr. Payne' Room on Saturday June 7th. 1794.

NEW YORK *June 7th.* 1794.

The Society met agreeable to adjournment when an address was presented; and read by the Secrety. which was adopted.

There being no other business before the Society it being a Special meeting they adjourned to meet on Thursday Evening next at Citizen Wood's Room No. 44 Lumber Street.

NEW YORK *June 12th.* 1794.

The Society met pursuant to adjournment at No. 44 Lumber Street.
Mr. Bateman Chairman.

Present

Messrs. G. Ely	Messrs. E. Ely	Messrs. Payne
Fraser	Shepherd	Romaine
Campbell	Bateman	McKiernan
Coffin	Wood	Winchell
Collins		

The business of the evening being opened, the Secretary read an apology from Mr. Malcolm Campbell for not attending this association which was accepted.

On Motion

Resolved,

That the Officers of this Society shall be a President, a Secretary and a Steward, who shall be chosen by ballot, and remain in office Three months.

The Committee appointed at the last meeting to prepare and present an address to Dr. Priestly reported that they had waited on him, and presented him the following address,

TO JOSEPH PRIESTLY L.L. D. F. R. S.

SIR,

The associated Teachers in the City of New York, beg leave to offer you a sincere and hearty welcome to this land of tranquility and freedom.

Impressed with an idea of the real importance of so valuable an acquisition to the growing interests of science and literature, in this country, we are particularly happy that the honor of your first reception, has fallen to this state, and to the City of New York.

As laborers in those fields which you have occupied with the most distinguished eminence, at the arduous and important task of cultivating the human mind, we contemplate, with peculiar satisfaction, the auspicious influence which your personal residence in this country, will add to that of your highly valuable scientific and literary productions, by which we have already been materially benefited.

We beg leave to anticipate the happiness of sharing, in some degree, that patronage of science and literature, which it has ever been your delight to afford. This will give facility to our exertions: direct and encourage us in our arduous employments; assist us to *form the Man*, and thereby give efficacy to the diffusion of useful knowledge.

Our most ardent wishes attend you, good Sir, that you may find in this land of virtuous simplicity, a happy recess from the intriguing politics, and vitiating refinements of the European World. That your patriotic virtues may add to the vigor of our happy constitution, and that the blessings of this country may be abundantly remunerated into your person and family.

And we rejoice in believing, that the parent of nature, by whose secret communications of happiness with which he never fails to reward the virtuous mind, will here convey to you that consolation, support, and joy, which are independent of local circumstances and "Which the world can neither give nor take away."

Signed, by order of the Committee,

WILLIAM PAYNE, *Chairman.*

EDWARD SHEPHARD, *Secry.*

To which he was pleased to return the following polite Answer.

To the associated Teachers in the City of New York.

GENTLEMEN,

A welcome to this country from my fellow-laborers in the instruction of Youth, is, I assure you, peculiarly grateful to me. Classes of men, as well as individuals, are apt to form too high ideas of their

own importance; but certainly one of the most important is, that which contributes so much as ours do, to the communication of useful knowledge, as forming the characters of men, thereby fitting them for their several stations in Society. In some form or other this has always been my employment and delight; and my principal object in flying for an Asylum to this country, "a land," as I hope you justly term it "of virtuous simplicity, and a recess from the intriguing politics and vicious refinements of the European World," as that I may, without molestation, pursue my favorite studies. And if I had an opportunity of making choice of an employment for what remains of active exertion in life, it would be one in which I should as I hope I have hitherto done, contribute with you, to advance the cause of Science, of virtue, and of Religion.

J. PRIESTLY.

The Society on Motion agreed to subscribe the foregoing proceedings, and adjourned to meet at No. 44 Lumber Street.

SUBSCRIBERS NAMES.

Cornelius Davis Pres'd. P. T.	John Wood Secy. P. T.	
Enoch Ely	John Coffin	John Winchell
Donald Fraser	Gad Ely	Dennis McGahagan
John McKiernan	Edward Shepherd	W. Milus
John Collins	Andrew Smith	Wm. Carroll
B. Romaine	William Payne	Francis Carlisle
Thos. Richardson		

NEW YORK *June* 26th. 1794.

Meeting of the Associated Teachers at No. 44 Lumber Street
Present

Mr. G. Ely	Mr. Romaine	Mr. Fraser
Mr. Payne	Mr. Liddell	Mr. Davis
Mr. Coffin	Mr. Jno. Campbell	Mr. Wood
Mr. Davis voted Chairman		
and Mr. Wood Secrey.		

The business of the evening commenced with a motion to consider, what shall be the duties annexed to the office of President in this Society, when the following was agreed to,

To wit.

At all meetings of this Society, it shall be the duty of the President or presiding Officer, to lay before them, all such matters, as he shall deem for the common interest of the Society; and the presiding Officer shall keep good Order and Decorum. The President shall have power to call extra meetings of the Society on emergencies.

On Motion

Resolved,

That the following duties be annexed to the office of Secretary in this Society, to wit.

It shall be the duty of the Secretary to summon the Members to attend when desired by the President, to keep fair and distinct minutes of the proceedings of the Society, Proposals for admission, Resolves, etc. in a Book to be provided for that purpose, which book shall always be ready for the Inspection of the Members.

On Motion

Resolved,

That the following duties be annexed to the office of Steward in this Society, to wit,

It shall be the duty of the Steward, by order of the Society, to provide a place for their accommodation, and to receive, and account when called upon by the Society, for the contributions of the members.

Resolved,

That the Society pay the Secretary Six Shillings for a book to be kept for the purpose of recording the proceedings of the Society, out of the first money in their hands.

Resolved,

That the Society will meet at Mr. Coffin's Room Beekman Street No. 91 on Thursday July 3rd. next and that they will then proceed to the choice of a President, a Secretary and Steward, and that the Secretary be requested to inform the absent Members.

Adjourn'd.

NEW YORK July 3d. 1794.

Meeting of the associated Teachers at Mr. Coffin's Room Beekman Street No. 91.

Present

Mr. Davis	Mr. Payne	Mr. Shepherd
Mr. Fraser	Mr. Shields	Mr. Smith
Mr. Collins	Mr. Romaine	Mr. Winchell
Mr. E. Ely	Mr. Richardson	Mr. McGahagan
Mr. Wood	Mr. Coffin	Mr. Liddell
Mr. McKiernan	Mr. G. Ely	
	Mr. Davis Chairman	
	Mr. Wood Secy.	

The Society being opened. On Motion

Resolved

That the former proceedings of this Society be now entered in a book to be kept for that purpose.

On Motion

Resolved,

That that Society now proceed to ballot for Officers, when it appeared that Mr. Payne was duly elected President, Mr. Wood Secretary and Mr. G. Ely Steward.

The Society agreed to meet at Mr. Richardson's Room on Thursday Evening next at Sunset.

Adjourned.

NEW YORK July 10th. 1794.

Meeting of the Society of associated Teachers at Mr. Richardson's Room, Nassau Street No. 18.

Present

	Mr. President	
	Mr. Secretary	
	Mr. Steward	
Mr. Campbell	Mr. Davis	Mr. Richardson
Mr. Collins	Mr. Winchell	Mr. Crane
Mr. Rogers	Mr. Bateman	Mr. Latham
Mr. Romaine		

The Society being opened, the following rules were adopted, viz.

• Every new Member at the Time of his admission shall sign the Constitution, and the consent of not less than Three fourths of the Members present shall be necessary for his admission, and all Elections shall be by ballot.

On Motion,

Resolved,

That any Member wishing to withdraw for the Evening, shall have leave so to do, he first mentioning the same to the President or Secretary.

Resolved,

That no Member shall speak more than three times to the same Question. And all amendments to an original Motion shall be in writing.

Adjourned to meet at Mr. Richardson's Room on Thursday Evening next at 8 oclock.

NEW YORK *July 17th. 1794.*

Meeting of the Society of associated Teachers at Mr. Richardson's Room Nassau Street No. 18.

Present

Mr. President

Mr. Secretary

Mr. Campbell

Mr. Richardson

Mr. Collins

Mr. Winchell

Mr. McKiernan

Mr. Coffin

Mr. Wilson

Mr. David

Resolved,

That Seven Members shall be necessary to constitute a Quorum to do business in the Society.

Resolved,

That when any Member of this Society shall meet with anything, which he conceives may have a tendency to promote useful knowledge, it shall be proper for him to communicate the same to this Society, and if approved of the Secretary shall enter it in a book to be provided for that purpose.

Resolved

That a Committee of Three, to wit, Mr. Payne, Mr. Collins and Mr. Latham, be appointed to petition the Corporation of this City for the use of a Room in the federal Hall, for the Society to meet in.

Adjourned to meet at Mr. Richardson's Room on Thursday Evening next at 8 oclock.

NEW YORK *July 24th 1794*

Meeting of the Society of associated Teachers at Mr. Richardson's Nassau Street No. 18.

Present

Mr. President

Mr. Secretary

Mr. Steward

Mr. Collins

Mr. Richardson

Mr. McKiernan

Mr. Rogers

Mr. Bateman

Mr. Davis

Mr. E. Ely

Mr. Shepherd

Resolved

That any Teacher desirous of becoming a Member of this Society, shall be proposed, at least one Evening previous to his being balloted for, and on his admission shall pay into the hands of the Steward One Dollar.

The Committee appointed to Petition for a Room in the City Hall for the Society to meet in, reported, that they had applied to the Corporation for the above purpose, who had granted them the use of a Room on certain Conditions in the words following, to wit.

CITY OF NEW YORK } ss. At a Common Council held on Monday the 21st of July 1794

On reading a Petition from a Committee of an associated Society of Teachers in this City.

Ordered that the said Society be permitted to meet in the Common Council Chamber, at such times as the same shall not be occupied by the Public on Business, or by the Society for promoting Christian Knowledge, the Medical Society, or the St. Cecilia Society.

Extract from the Minutes

ROBT. BENSON, *Ck.*

The above report was accepted, and ordered to be inserted in the Minutes of the Society.

Resolved

That a Committee of Three to wit, Mr. Collins, Mr. G. Ely and Mr. Wood, be appointed to confer with the St. Cecilia Society to effect a change of their Evening of Meeting.

Resolved,

That the following rules of Order be observed in this Society, to wit.

1st Reading the Minutes of the last meeting.

2d Members to be Initiated.

3d Members to be balloted for.

4th Members proposed.

5th Reports of Committee's.

Resolved

That this Society will meet to transact business from the Twenty first of March, to the Twenty first of September at the hour of Eight in the Evening, and adjourn at the hour of Ten. And from the Twenty first of September to the 21st of March at the hour of Six, and adjourn at Nine in the Evening throughout the Year.

Adjourn'd to meet at Mr. Richardson's Room on Thursday Evening next.

NEW YORK *July 31st. 1794.*

Meeting of the Society of associated Teachers at Mr. Richardson's Room, Nassau Street.

Present

Mr. Secretary	Mr. McKiernan	pd.	Mr. Liddell	pd.
Mr. Steward	Mr. E. Ely		Mr. Davis	pd.
Mr. Collins	Mr. Winchell		Mr. Coffin	
Mr. Richardson	pd.	Mr. Gahagan		

Mr. Richardson, Chairman, the President being absent.

Resolved,

That the Society meet in future on Saturday Evenings, and that the next meeting of the Society be held at the Federal Hall.

Ordered that the Society pay the Secretary Twenty Five Cents for a Book to contain the proceedings of the Society, which was accordingly done.

Adjourned to meet on Saturday Evening, August 9th. at the Common Council Chamber, Federal Hall.

NEW YORK August 9th. 1794.

Meeting of the Society of Associated Teachers in the Federal Hall.

Present

Mr. President	Mr. Collins	Mr. Campbell
Mr. Secretary	Mr. Liddell	Mr. Fraser
Mr. Richardson	Mr. Gahagan	

Resolved

That the President take the following obligation, on entering upon the duties of his Office, to wit,

I, A. B. do hereby promise and engage to perform, all the duties of President of this Society required by the Laws.

And for this I pledge my sacred Honor.

Resolved

That the Secretary take the following obligation, on entering upon the Duties of his Office, to wit,

I, A. B. do hereby promise and engage to perform, all the duties of Secretary of this Society, required by the Laws, with Diligence, Fidelity and strict Attention.

And for this I pledge my sacred Honor.

Resolved

That the Steward of this Society take the following Obligation upon entering on the duties of his office, to wit,

I, A. B. do hereby promise and engage to keep a true account of all monies, and other effects coming into my hands belonging to the Society, to account for the same when called upon by them, and to deliver over, in the space of one Week, to my Successor in office, all the Cash, Books and other property belonging to the Society, without equivocation, or mental reservation.

And for this I pledge my sacred Honor.

Resolved

That this Society will have an Annual Meeting on the second Wednesday in September, at such place as they shall appoint, of which public notice to be given in one or more Newspapers.

WHEREAS great inconvenience may arise from the absence of the Officers, on the meeting of the Society, to prevent the same, it is hereby agreed, that the President shall for every night of his absence, on the meeting of the Society pay 25 cents.

And for the absence of the Secretary on any meeting of the Society, he shall pay Twenty Five Cents.

And for the absence of the Steward, on any meeting of the Society, he shall pay Eighteen cents and one-half. Except either of the above officers shall be absent from the City, prevented by sickness, or other excuse be accepted by the Society which

Resolved

That a Committee of Seven be appointed to make enquiry into the merits and abilities of any person who shall apply to this Society for a Testimonial of his qualification to teach such branches of learning as he may be desirous to engage in.

The following members were appointed said committee viz Mr. Presidt, Mr. Campbell, Mr. Gahagan, Mr. Fraser, Mr. Collins Mr. G. Ely and Mr. Sectry.

The same Committee to examine and report on the merits of a spelling book on a new plan, forwarded to this Society, by the author John Barry of Philadelphia.

Adjourned.

NEW YORK, August 16th. 1794.

Meeting of the associated Teachers in Federal Hall
Present.

Mr. Secry.	Mr. Liddell	Mr. Richardson
Mr. Fraser	Mr. Gahagan	Mr. Shepherd
Mr. Campbell	Mr. Collins	Mr. Rogers

Mr. Samuel Chandler proposed by Mr. Campbell.

On Motion

Resolved,

That all Books offer'd to this Society for recommendation, shall be referred to a Committee appointed for that purpose for the time being, to report on the merits of said book, but the manner of recommending said book shall be left to the Society.

The aforesaid Committee to continue in office until the Anniversary meeting of the Society.

Resolved

That every Member absent from the weekly Meeting shall forfeit and pay to the Society Twelve cents and an half, sickness or absence from the City excepted.

Resolved

That a Committee of Three be now appointed to arrange and compleat the Constitution, and to report the same to the Society for their approbation in order that the same may be published.

Mr. Presidt.	} Committee.
Mr. Shepherd	
Mr. Campbell	

Form of a Certificate to be given by the Society.

CITY OF NEW YORK.

This is to Certify, that we the Subscribers, appointed for that purpose, by the associated Teachers of this City, have examined A. B. in the branches of Education following, to wit. (English Grammar, Arithmetic, Geography, Book-keeping, Navigation, Surveying, French, Latin and Greek, Languages, as the case may be) and believe him sufficiently qualified to teach the above, with honor to himself and utility to the Public, and do therefore recommend him to those who may have occasion for his Services,

In witness whereof we have hereunto

Subscribed our hands this

Day

NEW YORK, *August 23d. 1794*

Meeting of the Associated Teachers in Federal Hall

Present

Mr. President	Mr. Rogers	Mr. Richardson
Mr. Secrety.	Mr. Campbell	Mr. Winchell
Mr. Steward	Mr. Chandler	Mr. Shepherd
Mr. Collins	Mr. Fraser	Mr. Liddell
Mr. McKiernan	Mr. Davis	Mr. Coffin

On Motion

Resolved

That the Secretary, Mr. Davis and Mr. Fraser be added to the Committee appointed to arrange and perfect the Constitution.

Resolved

That the Society proceed to ballot for the admission of Mr. Samuel Chandler, when upon counting the votes he was found duly elected.

Resolved

That Mr. Chandler be added to the Committee for examination of Candidates who shall apply to this Society for Testimonials of their ability to commence public Teachers.

Adjourned.

NEW YORK *August 30th 1794**Resolved*

That no person can be admitted to be present at any debates of the Society except members. Any person desirous to see the Laws and proceedings to apply to the Secretary for that purpose.

Present

Mr President	Mr Collins	Mr Winchell
Mr Secrety	Mr McKiernan	Mr Chandler
Mr Steward	Mr Liddell	Mr Richardson
Mr Fraser	Mr E Ely	Mr Bateman
Mr Gahagan	Mr Latham	Mr Wilson
Mr Rogers		

Candidate proposed by Mr. Fraser Peter Durand

Candidate proposed by the Secrety Dr Mitchel

Agreed that the Resolution on Anniversary to be held by this Society adopted on the Ninth Day of August inst. be now repealed.

Resolved

That any literary Character of good reputation actually concerned, or engaged in the Tuition of Youth, in any of the branches of Collegiate Education in this City or Vicinity making application to the Society in writing may be admitted.

Committee for arranging and compleating the Constitution

Mr President	Mr Campbell	Mr Fraser
Mr Secretary	Mr Shepherd	Mr Davis

NEW YORK *September 6th 1794*

Meeting of the associated Teachers in Federal Hall

Present

Mr President	Mr Chandler	Mr Coffin
Mr Gahagan Secry P.T.	Mr Winchell	Mr E Ely
Mr Campbell	Mr Collins	

The Society proceeded to ballot for Mr P. Durand and was declared by the President duly elected.

Dr Mitchel was next balloted for and declared by the President duly elected.

Mr John Barry and Mr Hyacinth Agnel were proposed to be admitted Members of this Society.

On Motion

Resolved,

That the Secretary for the time being notify the Candidates of their admission as members.

NEW YORK *September 13th 1794.*

Meeting of the associated Teachers in Federal Hall.

Present

Mr President	Mr Chandler	Mr Liddell
Mr Secrety	Mr E Ely	Mr McKiernan
Mr Steward	Mr Smith	Mr Shepherd
Mr Rogers	Mr Collins	Mr Campbell
Mr Fraser	Mr Gahagan	Mr Latham
Mr Durand .	Mr Richardson	Mr Winchell

The Society proceeded to Ballot for Mr. Hyacinth Agnel and was declared by the President duly elected.

Mr John Barry was next balloted for and declared by the President duly elected.

Resolved

That any Candidate who desires to become a Member of this Society, shall previous to his admission have been Three months a resident in this City.

Resolved,

That the Law respecting fines for the non-attendance of Members passed the Sixteenth ult. shall be now repealed.

Resolved

That a motion for the repeal of any Law or part of a Law, shall be made and entered on the minutes at least one week previous to its discussion.

Resolved,

That after the president has called the Society to business, if any member shall advance any arguments, or Conduct tending to reflect upon the Society, or any Member, Thereof, he shall be called upon by the President for an explanation, and if the Majority of the Members present deem his conduct reprehensible, the President shall request him to make a satisfactory apology to the Society, or member offended.

Adjourned.

NEW YORK *September 20th 1794.*

Meeting of the associated Teachers in Federal Hall.

Present

Mr President	Mr Romaine	Mr Durand
Mr Secretary	Mr Collins	Mr Chandler
Mr McKiernan	Mr Rogers	Mr Campbell
Mr Fraser	Mr Davis	

Resolved

That no person while employed in the character of an Usher to a Teacher of Youth shall be admitted a member of this Society.

Mr Donald Fraser introduced a communication from Dr Mitchil being a Pamphlet containing a report lately made to the Senatus Academicus of the present state of Learning in Columbia College: and a Letter.

Resolved

That the Society receive the same, and that the Presidt, Mr Fraser and the Secretary be a committee to return an Answer.

The Letter is in the words following. to wit.

DEAR SIR

Do me the favor if you please to present, with my good wishes, to the Society of associated Teachers, a Copy of the Report lately made to the Senatus Academicus of the present state of Learning in Columbia College.—You will inform the Gentlemen of that Institution, that their fellow-laborers in the great work of education in that Seminary are exerting themselves with Zeal and Advantage in their several callings.—I am, Dear Sir, with much esteem yours,

SAML L. MITCHILL.

Sept 19 – 1794

MR DONALD FRASER.

The Committee for examining Candidates reported, that they had examined Mr William I. Payne, and found him well qualified in English Grammar, The French Language, Penmanship, Arithmetic, and Algebra and agreed to give him a Testimonial.

Adjourned.

NEW YORK *Septemr* 27th 1794.

Meeting of the associated Teachers in Federal Hall.

Present

Mr President	Mr Latham	Mr Crane
Mr Secrety	Mr McKiernan	Mr Gahagon
Mr Steward	Mr Davis	Mr Rogers
Mr Romaine	Mr E Ely	Mr Winchell
Mr Shepherd	Mr Campbell	Mr Liddell
Mr Chandler	Mr Richardson	Mr Coffin
Mr Smith	Mr Collins	Dr Mitchell

The Society proceeded to elect Officers for the ensuing Quarter when it appeared that Mr Payne was.—elected President, Mr. Wood was elected Secretary and Mr Gad Ely was elected Steward.

Resolved

That a Committee of Seven Members be appointed to examine such Candidates as shall apply for a Certificate the said Committee to continue in office Three months: and any member of this Society desirous of attending shall have leave so to do. And all examinations shall be in full Society; but a select number only shall conduct the Examination.

The Secrety gave notice that he should bring forward a motion for the Reconsideration of the above Resolution on Saturday next. Mr J. Rice was proposed by Mr Collins for admission

NEW YORK, *October 4, 1794.*

Meeting of the associated Teachers in Federal Hall.

Present

Mr. President	Mr. Collins	Mr. Liddell
Mr. Secretary	Mr. Chandler	Mr. Fraser
Mr. Steward	Mr. Smith	Mr. Campbell
Mr. E. Ely	Mr. Richardson	Mr. Shepherd
Mr. Coffin	Mr. Gahagan	Mr. Durand
Mr. Romaine		

Mr. Rice was balloted for and declared by the President duly elected.

On Motion

Resolved

That the Resolution passed the 27th. last month be rescinded.

Resolved

That the examination of candidates for a Testimonial, shall be held at the place where the Society hold their ordinary meetings, and if convenient on the day of their stated meetings, the ordinary business of the Society to be dispensed with if necessary. The Chairman of said Committee to notify the Society when any examination is to be held, and every member of the Society shall have a right to attend.

Mr. President	} Committee for examining Candidates.
Mr. Shepherd	
Mr. E. Ely	
Mr. Campbell	
Mr. Chandler	
Mr. Latham	
Mr. Fraser	

NEW YORK, *October 11th. 1794.*

Meeting of the associated Teachers in Federal Hall.

Present

Mr. President	Mr. Liddell	Mr. Campbell
Mr. Secretary	Mr. Fraser	Mr. Latham
Mr. Romaine	Mr. Shepherd	Mr. Gahagan
Mr. Winchel	Mr. Collins	Mr. Smith
Mr. Chandler	Mr. Rogers	Mr. Richardson

Ordered that the Committee of Revision provide an article for discussing Questions in the Society.

Ordered that the Committee appointed to arrange and perfect the Constitution do prepare to report on Saturday the 25th. inst.

NEW YORK, *October 18th. 1794.*

Meeting of the associated Teachers in Federal Hall.

Present.

Mr. President	Mr. Fraser	Mr. Smith
Mr. Secretary	Mr. Davis	Mr. Gahagan
Mr. Romaine	Mr. M. Campbell	Mr. Collins
Mr. Steward	Mr. Richardson	Mr. J. Campbell

Balloted for and admitted Mr. Malcolm Campbell.

Resolved

That the Society accept of the offer of Mr. Romaine of a Right in the City Library for Six months from the present time, and that the Reader report weekly any information he may received for the good of the Society.

Resolved

That the Secretary of the Society be hereby authorized to notify the Time and place of meeting of any Committee of this Society.

Adjourned.

NEW YORK *October 25th.* 1794.

The Weather being unfavorable the Society did not meet.

NEW YORK, *November 1,* 1794.

Meeting of the associated Teachers in Federal Hall.

Present.

Mr. President	Mr. Collins	Mr. M. Campbell
Mr. Secretary	Mr. McKiernan	Mr. Smith
Mr. Steward	Mr. Coffin	Mr. J. Campbell
Mr. E. Ely	Mr. Romaine	Mr. Chandler
Mr. Richardson		

The Committee appointed to revise and complete the Constitution, reported;

That they had made some progress, but had not compleated the business, they asked leave to sit again.

The Steward was ordered to report, at the next meeting a state of the Funds.

To provide Wood for firing, and to report such Members as have not paid their admission fees.

Adjourned.

NEW YORK, *November 8th,* 1794.

Meeting of the associated Teachers in Federal Hall.

Present.

Mr. President	Mr. Rogers	Mr. Romaine
Mr. Secretary	Mr. McKiernan	Mr. Shepherd
Mr. Steward	Mr. Coffin	Mr. Richardson
Mr. Collins	Mr. E. Ely	Mr. Davis.
Mr. Bement		

The Committee appointed to revise and complete the constitution, reported,

On Motion, the Question was put,

Shall this report be accepted; carried in the affirmative.

On Motion

Resolved, That the Society at their next meeting take into consideration the foregoing report.

The Steward, reported

That there is now in his hands at the disposal of the Society Sixteen Dollars and Eighty Eight Cents.

Adjourned.

NEW YORK, *November 15th.* 1794.

Meeting of the associated Teachers at Federal Hall.

Present.

Mr. President	Mr. Chandler	Mr. Fraser
Mr. Secretary	Mr. McKiernan	Mr. Davis
Mr. Steward	Mr. J. Campbell	Mr. Rogers
Mr. Liddell	Mr. Gahagan	Mr. Shepherd
Mr. Romaine	Mr. Coffin	Mr. Latham
Mr. Collins	Mr. M. Campbell	Mr. Smith

Mr. John Winchell member of the Society died Nov. 13th. 1794 and was attended to his Grave in the Baptist burying ground by the members of the Society the Day following.

The Society proceeded to the consideration of the proposed constitution and adopted Eleven articles and the Preamble.

Agreeable to an article of the Constitution it was resolved, that Dr. Mitchill be requested by the President to deliver an oration before this Society on the _____ at _____ and that Two Hundred Tickets be procured to be distributed among the members and to such Gentlemen as the Society shall think proper to invite.

Mr. Steward gave notice that he shall bring forward the reconsideration of the Eleventh article as proposed on the next meeting.

NEW YORK *Novemr. 22d.* 1794.

Meeting of the associated Teachers in Federal Hall.

Present.

Mr. President Davis P.T.	Mr. Fraser	Mr. Coffin
Mr. Secretary.	Mr. Smith	Mr. Bateman
Mr. Steward	Mr. Latham	Mr. M. Campbell
Mr. McKiernan	Mr. Romain	Mr. Shepherd
Mr. Gahagan	Mr. E. Ely	Mr. J. Campbell
Mr. Rogers		

The Society proceeded to the further consideration of the proposed Constitution and adopted the Eleventh article amended as follows viz.

The more effectually to promote the design of our institution, we hereby agree to establish a Library, for the use of the Society by voluntary contributions, and appoint the Secretary of the Society first Librarian and we further agree that any Member shall be at liberty to deposit books in the Library for the use of the Society during pleasure.

The Twelfth Article was rejected.

Mr. Samuel Rudd was proposed as a Candidate for admission by Mr. Steward.

Adjourned.

NEW YORK *Novemr 29th* 1794

Meeting of the associated Teachers in Federal hall

Present

Mr Romain Presidt P.T.	Mr Coffin	Mr E Ely
Mr Secretary	Mr M Campbell	Mr Latham
Mr Steward	Mr Shepherd	Mr Davis
Mr Chandler	Mr Collins	Mr J Campbell
Mr Fraser	Mr Liddell	Mr Smith
Mr Rogers		

The Society proceeded to ballot for Mr Samuel Rudd who was thereupon declared by the President duly elected.

The Society proceeded to the further consideration of the proposed Constitution.

The Thirteenth, Fourteenth, Fifteenth and Sixteenth articles were rejected of course as being connected with the Twelfth article.

The Eighteenth article was adopted, and a substitute for the Nineteenth was adopted in the following words. The Twentieth Article was also adopted.

That it be required of every candidate for admission that he be a Teacher in some of the branches of Literature — have the government of a School or Seminary of Learning, and sustain a good moral character.

Adjourned.

NEW YORK *December 6th 1794.*

Meeting of the associated of Teachers in Federal Hall

Present

Mr Latham Presidt P.T.	Mr Liddell	Mr E Ely
Mr Secrety	Mr Fraser	Mr Collins
Mr Steward	Mr Smith	Mr Romain
Mr Rudd	Mr M Campbell	Mr Richardson
Mr McKiernan	Mr Davis	Mr Gahagan
Mr Rogers	Mr Coffin	

Received a Letter from the President which was read. *Resolved* that the President P. T. return thanks for the above communication.

The Society proceeded to the further consideration of the proposed Constitution when The Twenty First and Twenty second Articles were adopted.

The Twenty Third was rejected.

NEW YORK *Decemr 13th. 1794*

Meeting of the associated Teachers in Federal Hall

Present

Mr President	Mr Coffin	Mr McKiernan
Mr Secretary	Mr Fraser	Mr J. Campbell
Mr Steward	Mr M Campbell	Mr Chandler
Mr Romaine	Mr Liddell	Mr Shepherd
Mr Rudd	Mr Collins	Mr Davis
Mr Rogers		

The Society proceeded to the consideration of the proposed constitution, when the 24th. 25th. 26th, 27th. 28th. & Twenty ninth articles were adopted with amendments, and formed into one article.

A substitute for the Thirtieth article was adopted in the following words.

No part of this Constitution shall be repealed or amended without the consent of Three fourths of the members present, and all amendments shall be proposed in writing, three weeks previous to their being discussed.

Adjourned to meet again on Saturday the 27th. 1794

NEW YORK *December 27th.* 1794.

Meeting of the associated Teachers in Federal Hall

Present

Mr President	Mr Smith	Mr Collins
Mr Secrety	Mr Rogers	Mr Davis
Mr M Campbell	Mr Mc Kiernan	Mr J. Campbell
Mr Latham	Mr Liddell	

Mr Gahagan proposed Mr Langdon as a Candidate for admission

On Motion

Resolved

That the President be requested to inform Dr Mitchill, that they have agreed to grant him the indulgence respecting time he has desired to prepare his Oration

On motion agreed to postpone the election of Officers for two weeks.

Adjourned.

NEW YORK *January 10th.* 1795

Meeting of the associated Teachers in Federal Hall

Present

Mr President	Mr Rogers	Mr M Campbell
Mr Secretary	Mr Fraser	Mr Coffin
Mr Steward	Mr Gahagan	Mr McKiernan
Mr Richardson	Mr Romaine	Mr Liddell
Mr Smith	Mr Rudd	Mr J Campbell

The Society balloted for Mr. Langdon who was declared by the President duly elected.

Proceeded to the election of Officers for the ensuing Quarter when Mr Latham was chosen President Mr Wood was elected Secretary Mr G Ely was elected Steward

Adjourned

January 24th. 1795

Meeting of the associated Teachers in Federal Hall

Present

Mr Collins President	Mr Coffin	Mr Richardson
P T	Mr M Campbell	Mr Romaine
Mr Secretary	Mr McKiernan	Mr Gahagan
Mr Payne		

The Society agreed to the Corrections of the Committee appointed to examine the Constitution, who were thereupon discharged.

NEW YORK *January 31st* 1795.

Meeting of the associated Teachers in Federal Hall

Present

Mr Romaine Presi-	Mr Rudd	Mr Collins
dent P T	Mr Rogers	Mr Fraser
Mr Secretary	Mr Payne	Mr Davis
Mr M Campbell	Mr Richardson	Mr Gahagan
Mr Smith	Mr McKiernan	

On motion

Resolved

That the Constitution recently adopted, shall take effect February 28th 1795.

Resolved,

That the Steward pay the expence of Printing the proposed Constitution, and also the printing, the Notices for summoning the Teachers of the City. On motion, the following resolution was past, to wit

Each Member of this Society to pay into the Hands of the Treasurer one Shilling per month and an article to that purpose to be inserted in the bye laws.

Resolved

That Mr Payne prepare a body of bye laws for the government of this Society.

NEW YORK *February 7th.* 1795.

Meeting of the associated Teachers in Federal Hall.

Present.

Mr. Shepherd Presidt. P. T.	Mr. Payne	Mr. Collins
Mr. Richardson	Mr. Rogers	Mr. J. Campbell
Mr. Romaine	Mr. Liddel	Mr. Secry

NEW YORK *February 14th.* 1795.

Meeting of the associated Teachers in Federal Hall.

Present.

Mr. President	Mr. Liddell	Mr. Rudd
Mr. Secretary	Mr. Payne	Mr. M. Campbell
Mr. Fraser	Mr. Collins	Mr. Smith
Mr. Rogers		

Resolved

That the Members who have not paid their Initiation Fees be notified by the Secretary that they are, to pay the same in two weeks and in case of noncompliance they will be considered as having forfeited their right to membership.

NEW YORK *February 21st.* 1795.

Meeting of the associated Teachers in Federal Hall.

President.

Mr. McKiernan Presidt. P. T.

Messrs. Secretary	Messrs. Shepherd	Messrs. Collins
Fraser	Steward	Romaine
M. Campbell	J. Campbell	Payne

NEW YORK *February 28th.* 1795.

Meeting of the associated Teachers in Federal Hall.

Present

Mr. President	Messrs. Smith	Messrs. Shepherd
Messrs. Secry.	J. Campbell	Steward
M. Campbell	McKiernan	Payne
Coffin	E. Ely	Collins
Rogers	Richardson	

The Society proceeded to the election of officers for the ensuing Year, when L. Latham was chosen President. Donald Fraser Vice President. John Wood Secretary. Benjamin Romaine Treasurer. and Gad Ely Steward.

Meeting of the Associated Teachers.

New York March 7th. 1795 in Federal Hall.

Present.

Mr. Vice Presidt.	Messrs. Collins	Messrs. Smith
Secrery.	J. Campbell.	Payne
Messrs. Liddell	Shepherd	Collins

Meeting of the Associated Teachers

New York March 14th. 1795 in Federal Hall.

Present.

Mr. President	Messrs. Rogers	Messrs. Smith
Mr. Secretary	Collins	Shepherd
Mr. Treasurer	Richardson	M Campbell
Messrs. Payne		

Ordered that the Treasurer pay Mr. Thaats Two Dollars and Fifty Cents for his services due Febry. 9th. ult.

Ordered, that the Treasurer procure a Book to keep the accounts of the Society, and to Charge the same to their account.

On Motion

Resolved,

That when any Scholar shall behave so disorderly as to oblige the Master to expel him, it shall be the duty of the Teacher to report the same to the Society, together with his reasons for so doing.

Meeting of the Associated Teachers

New York March 21st. 1795 in Federal Hall.

Present

Mr. President	Mr. Rogers	Messrs Payne
Mr. Secretary	Mr. Steward	M. Campbell
Messrs Liddell	Messrs E. Ely	Rich
Collins	Davis	Rudd
J. Campbell	Smith	Coffin

Meeting of the Associated Teachers

New York April 4th. 1795 in Federal Hall

Mr. Vice President	Messrs Shepherd	Messrs Richardson
Mr. Secretary	Davis	Rudd
Mr. Treasurer	Smith	McKiernan
Mr. Steward	Payne	Liddel
Messrs M. Campbell	Collins	

Resolved

That Messrs M. Campbell, Mr. Payne and Mr. Davis be a Committee to adjust the affairs of the Treasurer and to report thereon.

Resolved

That the Society do not contemplate the holding an anniversary Oration this present Year, unless Dr. Mitchell prepare for that purpose on or before the 15th. of June now next ensuing.

Meeting of the associated Teachers

New York May 2, 1795 in Federal Hall

Present

Mr. Richardson	Presidt. Messrs. Smith	Messrs. Coffin
P. T.	Rogers	M. Campbell
Mr. Secretary	J. Campbell	Collins

Monthly payment due this Day

Mr. Constant Berthon proposed by Mr. Collins.

Meeting of the associated Teachers

New York May 9th. 1795 in Federal Hall.

Present.

Mr. V President	Mr. Payne	Mr. Richardson
Secretary	Smith	J. Campbell
Treasurer	Collins	

Balloted for and admitted Mr. Berthon

Committee to report on the affairs of the Treasurer next meeting.

Mr. Henderson proposed by Mr. Treasurer.

Meeting of the associated Teachers

New York May 16th 1795 in Federal Hall

Present.

Mr. V President	Mr. Richardson	Mr. J Campbell
Secretary	Steward	Gahagan
Berthon	Rogers	Collins
Rudd		

Balloted for and admmitted Mr Henderson

Mr Collins read 3d, 4th, 5th articles of the Constitution

Meeting of the associated Teachers.

NEW YORK *May 23d* 1795

Present

Mr J Campbell Presi- Mr Treasurer
dent P. T. Smith
Secretary Payne

Mr McKiernan
Richardson

Resolved

That the Secretary henceforth receive the monthly dues, and keep a regular account of the same

Mr McKiernan paid his monthly dues for one month.

Question proposed for discussion

Whether a Republican or Monarchical form of government is most advantageous in a School.

Mr McKernan read 6th, 7th, 8th articles of the Constitution.

June 6th 1795.

Present

Mr President
Secretary
Treasurer
Rogers

Mr McKiernan
Richardson
Collins

Mr Smith
Liddel
M Campbell

Motion, that the Secretary inform the Steward of the Society in writing : that he is requested to settle with present Treasurer on or before the Thirteenth inst.

The Committee for the above purpose to be discharg'd

Mr Liddle paid two months dues.

6, 7 and 8 articles of the Constitution read by Mr Liddel.

June 13th 1795

Present

Mr Smith Presdt P. T.
Secrety
Treasurer

Mr J. Cambell
Collins
Rogers

Henderson
Romaine

9, 10, 11 Articles of the Constitution read by Mr Rogers.

June 20th 1795

Meeting of the associated Teachers in Federal Hall.

Present

Secretary
Treasurer

Smith
M Campbell

Collins
Richardson

June 27th. 1795.

Meeting of the associated Teachers in Federal Hall.

Present

Mr. Collins Presidt. P.T. Mr. Richardson
Secretary Collins
Treasurer J. Campbell
Steward

Mr. Rogers
M. Campbell
Smith

July 11th 1795.

Meeting of the associated Teachers in Federal Hall.

Present.

Mr. Vice Presidt.	Mr. Smith	Mr. Shepherd
Secretary	Collins	J. Campbell
McKiernan	M. Campbell	

Mr. J. Campbell and V. President a Committee to transact and settle the business of the Steward respecting the property of the Society and to report in one week.

July 18th 1795.

Meeting of the associated Teachers in Federal Hall

Present .

Mr. McKiernan Presidt.	Mr. Treasurer	Mr. Collins
P. T.	M. Campbell	Coffin
Secretary	Steward	

Mr. Best proposed as a Candidate for admission by Mr. Kiernan.

July 25th 1795.

Meeting of the associated Teachers in Federal Hall.

Present

Mr. Vice President	Mr. Rogers	Mr. M. Campbell
Secretary	Kiernan	Coffin
Treasurer	Shepherd	Collins
Steward		

Balloted for and admitted Mr. Best.

The Society received a communication from Mr. Charles Smith, Author of a System of Geography in the words following to wit.

NEW YORK July 24th 1795.

SIR .

Having nearly finished a Geography for the use of Schools, I take the liberty of transmitting a Copy, as far as done, to you, and beg to lay it before the Society of associated Teachers of this City. If the work meets with the approbation of that respectable body, I beg, the favor of recommendation, to be printed at the end.

Those who have already seen detached parts of it have signalized their approbation, and have promised to introduce it into their Seminaries.

I am Respectfully

Sir

Your very humble Servt.

CH. SMITH.

The President of the Society of associated Teachers in the City of New York.

For which work a recommendation from this Society was requested
Resolved,

That a Committee of three be now appointed to Examine said work and report thereon

Mr Vice Presidt	} Committee
Mr M Campbell	
Mr Shepherd	

August 1st 1795

Meeting of the associated Teachers in Federal Hall

Present

Mr Vice President	Mr Shepherd	Mr Richardson
Secretary	Payne	Collins
Treasurer		

The Committee appointed to examine the treatise entitled Universal Geography made easy; or, a new Geographical Pocket Companion by Charles Smith reported a recommendation which being amended runs thus,

Sir The Society of associated Teachers in this City have examined your Publication, entitled, Universal Geography made easy; or a new Geographical Pocket Companion, and desire me to inform you that they think it a work well adapted to the Capacities of Youth, and therefore recommend it to the approbation of the Public

By Order of the Society

JOHN WOOD

NEW YORK, August 1st 1795

Secry

Mr CHARLES SMITH

On the Question

Will the Society agree to this Recommendation it passed in the Affirmative

Ordered that the Secretary furnish Mr Smith with a Copy of this Resolution.

The Society received a communication from the Vice Presidt soliciting their recommendation of a Treatise called the Young Gentleman & Lady's assistant in the following words. viz.

GENTLEMEN

As the body of Associated Teachers in this City may justly be deemed the most competent Judges, of the merits of books, published here. I therefore beg leave, to submit to your candid perusal, a Copy of the Second Edition of the Young Gentleman & Lady's Assistant"—and humbly hope, that you will give it an impartial examination, and such a *Recommendation* as you think it merits —

You will thereby confer a particular favor, on a fellow laborer, who is, with sentiments of

Sincere Esteem

Gentlemen

Your affectionate

fellow Citizen

DONALD FRASER

Citizen Jno. Wood

Secrery.

NEW YORK August 1st 1795

The Society of Associated Teachers in this City.

August 15th 1795

Meeting of the associated Teachers in Federal Hall

Present

Mr. Vice Presidt	Mr. Richardson	Mr. Collins
Secrery	J. Campbell	Rogers
Treasurer	Payne	

Agreed to recommend the Book presented to the Society for examination by Mr Vice Presidt. in the following words. to wit.

The Associated Teachers in the City of New York having carefully examined a Second Edition of a Book entitled "The Young Gentleman & Lady's Assistant, by Mr Donald Fraser; are clearly of opinion that it is a work well calculated for the purpose for which it was intended; that it is particularly useful as a School book — and as such they can from Observation and Experience recommend it, for Youth of either Sex — to their Teachers — to their parents and to the public.

By Orde of the Society

JOHN WOOD

Secretary

NEW YORK 9th Augst. 1795.

A Question proposed by Mr M Campbell for discussion

Whether Silence, or studying aloud, be most conducive to the improvement of Scholars in a public School.

Discussed Sepr 12th. but not concluded.

August 22d 1795

Meeting of the associated Teachers in Federal Hall.

Present

Mr Vice Presidt
Secretary
Treasurer
Steward

Mr Coffin
Shepherd
Rogers

Mr Richardson
M Campbell
J Campbell

September 5th 1795

Meeting of the associated Teachers in Federal Hall

Present

Mr Gad Ely Presidt
Secretary
Smith

P.T. Mr Coffin
M Campbell

Mr Collins
McKiernan

Question proposed by Mr M Campbell viz.

Whether Silence, or studying aloud be most conducive to the improvement of Scholars in Public School.

September 12th 1795.

Meeting of the associated Teachers in Federal Hall

Present

Mr Vice Presidt
Secretary
Treasurer
Steward

Mr Collins
McKiernan
Payne
Richardson

Mr J. Campbell
M Campbell
Smith

NEW YORK October 24th 1795

Meeting of the associated Teachers in Federal Hall

Present

Mr Vice President
Secretary
Treasurer

Mr Collins
J. Campbell

Mr Richardson
Shepherd

Mr Latham having resigned the Office of President the Society proceeded to the Election of one in his room, when on examining the ballots it appeared that Malcolm Campbell was duly elected for the remainder of the Year.

November 14th 1795

Meeting of the associated Teachers in Federal Hall

Present

Mr President	Mr Rudd	Mr Richardson
Vice President	Shepherd	Smith
Secretary	Collins	J. Campbell
Treasurer	Henderson	Payne
Steward		

Mr President on his inauguration delivered an address highly pleasing to the Society, on which they returned him a vote of thanks which passed unanimously.

December 5th 1795

Meeting of the associated Teachers in Federal Hall.

Present.

Mr. President	Mr. Smith	Mr. Rudd
Vice Presidt	Payne	Shepherd
Secretary	Richardson	Coffin
McKiernan		

Mr. Best attended, signed the Constitution, and paid his admission Fee.

Three last articles of the Constitution were read by Mr. Coffin.

December 12th 1795

Meeting of the associated Teachers in Federal Hall.

Present.

Mr. President	Mr. Shepherd	Mr. Payne
Vice Presidt.	Smith	Gahagan
Secretary	Collins	

Three first articles of the Constitution were read by Mr. Gahagan.

Mr Canning proposed by Mr Gahagan

Mr Burk proposed by Mr Gahagan

December 19th 1795.

Meeting of the associated Teachers in Federal Hall

Present

Mr. President	Mr. Collins	Mr. Richardson
Vice President	Payne	J. Campbell
Secretary	Henderson	Rudd
Steward	Shepherd	Smith
Coffin		

Mr. Richardson read the 3d 4th & 5th articles of the Constitution
Balloted for and admitted Mr. Canning and Mr. Burke.

Question for discussion

Which is most advantageous to a Scholar, to study where one branch
of Learning is taught, or, where a number of branches are studied at
the same time.

December 26th 1795

Meeting of the associated Teachers in Federal Hall.

Present

Mr. President	Mr. Coffin	Mr. J. Campbell
Vice President	Shepherd	Smith
Secretary		

Mr. Smith read the 6th 7th & 8th articles of the Constitution.

Resolved

That the person occupying the Chair, have permission to call upon
any member present to fill his place whenever he is disposed to take
a part in the debates of the Society.

NEW YORK January 2d 1796.

Meeting of the associated Teachers in Federal Hall.

Present

Mr. President	Mr. Treasurer	Mr. Shepherd
Vice President	J. Campbell	Collins
Secretary	Rudd	

Mr. John Read proposed by J. Campbell seconded by the Secretary.
Mr. Hiram Storrs proposed by S. Rudd seconded by Mr. Treasurer.
Mr. James Hardy proposed by J. Campbell.

January 9th. 1796.

Meeting of the associated Teachers in Federal Hall.

Present

Mr. President	Mr. Treasurer	Mr. Rudd
V. President	Steward	Richardson
Secretary	Coffin	J. Campbell

Balloted for and admitted Hiram Storrs, and Mr. John Read.

Mr. Anthelme Gay proposed by Mr. Vice Presidt. seconded by J.
Campbell.

NEW YORK January 16th 1796.

Meeting of the associated Teachers in Federal Hall.

Present

	Mr. President	
	Secretary	
Citizen J. Campbell	Citizen Collins	Citizen Rudd
Gahagan	Smith	

Balloted for and admitted Citizen Anthelme Gay

In consequence of a letter received from Mr. Reid (who was admitted by ballot at the last meeting) it was agreed unanimously that he is not considered a member of this Society

Read the 12, 13 and 14 Articles of the Constitution by the Secretary

NEW YORK *January 23d 1796.*

Meeting of the associated Teachers in Federal Hall
Present.

Mr. President
Secretary
Treasurer
Steward

Citizen Collins

Citizen Rudd

The Secretary presented Six Mentor's or the American Teachers Assistant to the Society, for which the President was directed to return thanks to Donor.

Resolved

That Four of the above books be distributed as follows, viz. one to Mr. Latham, one to Mr. Davis, one to Mr. Richardson and one to Mr. Ellis.

Three Articles of the Constitution were read by Citizen J. Campbell.

On motion

Resolved,

That every member who proposes a Candidate shall for the future, on making such proposal, deposit, in behalf of the Candidate, One Dollar, into the hands of the Treasurer, or in his absence into those of the Secretary, to be considered as the admission fee of said Candidate in case of his being admitted, otherwise to be returned to him.

NEW YORK *January 30th 1796.*

Meeting of the associated Teachers in Federal Hall.
Present

Mr. President
Secretary
Treasurer
Steward

Citizen Coffin
Rudd

Citizen J. Campbell
Collins

Citizen Gay

Mr. Coffin read the 3 last articles of the Constitution.

NEW YORK *February 6th. 1796*

Meeting of the associated Teachers in Federal Hall
Present

Mr. President
Secretary
Treasurer
Steward

Citizen Rudd
Coffin

Citizen Gay
J. Campbell

Mr. Kiernan

Resolved

That the Treasurer purchase Two Tickets in the City Alms House Lottery in the behalf of the Society, out of any money now in the Treasurer's hands and that should they prove fortunate, the proceeds of the same to remain in the Treasurer's hands, and shall be at the disposal of the Society.

Citizen G. Ely read the 3 first articles of the Constitution.

On motion

Resolved,

That no member who is more than Two months in arrears, shall be eligible to an office, or entitled to vote at the annual election of Officers, and that the Treasurer shall report one week previous to, and on the Evening of the said annual election, what Members are delinquent if any.

NEW YORK *February 8th. 1796.*

Extra meeting of the associated Teachers in Federal Hall

Present

Mr. President	Mr. Steward	Citizen Coffin
Vice President.	Citizen Henderson	Smith
Secretary	J. Campbell	Collins
Treasurer	McKiernan	Davis

The Numbers of the Two Tickets purchased by the Society are 10467 and 10493.

NEW YORK *February 13, 1796.*

Meeting of the Society in Federal Hall.

Present

Mr. President	Citizen Collins	Citizen Richardson
Secretary	Best	Smith
Treasurer	Coffin	

NEW YORK *February 20th. 1796.*

Meeting of the Society in Federal Hall

Present

Mr. President, and Vice		
President	Citizen Bement	Citizen Payne
Secretary	Coffin	Rudd
Treasurer	Shepherd	J. Campbell
Steward	Gahagan	Smith

NEW YORK *February 27th. 1796.*

Meeting of the Society in Federal Hall

Present

Mr. President	Citizen Richardson	Citizen Payne
Secretary	Coffin	J. Campbell
Treasurer	Rudd	Gahagan
Steward	Smith	

The Treasurer reported the state of the funds of the Society, when it appeared that the balance at present in his hands is Eight Dollars, Six cents and $\frac{3}{4}$.

Resolved

That the Society accept the above report.

Citizen Louis Jerome Molliet proposed by Mr. Smith who deposited one Dollar as his initiation fee.

The Society proceeded to ballot for Officers for the ensuing Year, when Mr. Romain was elected President, Citizen Wood was elected Vice President, Citizen Smith was elected Treasurer, and Citizen Coffin was elected Steward, and John Collins was elected Secretary.

Resolved,

That the Society will not take notice of any publication, unless application in writing be made to them by the Author or publisher for that purpose.

NEW YORK March 5th 1796.

Meeting of the Society in Federal Hall

Present

Mr. President and Vice President. Mr. J. Campbell
Rudd

Mr. Richardson
M. Campbell.

Treasurer

The President on his Installation delivered an address to the Society.

On Motion voted unanimously that the thanks of the Society be presented to the president for the same.

Balloted for and admitted, Citizen Louis Jerome Molliet.

Resolved

That a Committee of three members be appointed in order to solicit a conference with the Commissioners who may be appointed to put the Law of this State in force, concerning the encouragement of literature, in order to know in what manner their business may be affected with the same.

Committee

JOHN CAMPBELL

MR. PAYNE

JOHN WOOD

The President's Address to the Associated Teachers, on his Installation, March 5th, 1796.

GENTLEMEN

The honor you have conferred on me, in electing me to the Presidency of this Society, will ever be remembered with the most grateful acknowledgments of Your esteem. If I should be so fortunate as to obtain your approbation in the discharge of that office, it will ever be held first, in my estimation among the most agreeable circumstances of my life hitherto experienced. But my diffidence of ability to equal your just expectations; the far superior Talents of my worthy Predecessor, and considering that many of you are Men of Liberal education, whose abilities in that station would render more essential

usefulness to our infant, and perhaps singular institution; are truly circumstances which justify that diffidence. The social harmony, the mutual exchange of good offices, (mentioned in the Preamble to our Constitution) the free communication the various Branches of science which you respectively teach, will facilitate the arduous employment, accelerate the means of Instruction and give you more respectability in Society, and thereby render more essential service to mankind. Gentlemen, Morality is not more the Basis of all true Religion, than order is the foundation of usefulness in all the concerns of Life. I would therefore recommend, the establishing concise Rules, that may always, (in our meetings) lay before the president, Vice-president or Chairman, to determine the order of Business. I likewise submit to your notice the Propriety of having an Ingraving, or Certificate, discriptive of the Institution. I would next recommend to your Consideration the advantages of extending the privileges of Membership to those who have been Teachers; and likewise to those who are in any way employed in Literary performances, whether residents in this City or any other place in the United States, with this exception that the non residents should be free from all contributions to the Society. This wd. essentially advance the purposes of the Institution, and afford a great variety of useful communications. If you should suppose to open communications with other Literary Establishments at this time adviseable it would still afford the means of extending mutual good will, and friendly intercourse. The progress we have already made is considerable, more still remains to do. Let our meetings be employed in the most useful exercises, and not suffer that time to be spent in trivial Conversation. Compositions of the various kinds, the Solution of Mathematical problems, and many other useful employments of which your minds will readily suggest the great variety: These will give energy to us all individually, and produce collectively the topstone to that structure of which we have already laid the Foundation. The unexampled Political freedom we enjoy in this Land of rational Liberty secures to us the Principals of our establishments, In that grand national compact (the Constitution of the United States).

The unmeaning names of Titular Distinctions, and hereditary privileges are discarded. Substituting in their stead the standard of merit, to the most exalted stations in Government, your part to act under these great advantages is, to inculcate the first principals of *Knowledge and Virtue*, which is our Political Base. Gentlemen more depends on your profession to perpetuate our republican form of Government, than Society have generally been aware of, or hitherto generally acknowledged. Nevertheless the Dawn begins to appear; and when America, (to whom seems reserved the perfecting human establishments) shall arrive at meridian Glory, the virtuous and indefatigable School man shall stand as a bright shining light; when many American Socrates's shall arrise, whose names (like his) shall be transmitted to succeeding Generations till the end of time.

Which may God of his infinite mercy grant, if consistent, with his divine and universal Government, is the sincere prayer of

Your most obedient humble servant

a Copy.

R. ROMAINÉ.

NEW YORK *March 19th. 1796.*

Meeting of the Society in Federal Hall.

Present,

Mr. President,	Mr. Molliet.	Mr. G. Ely
V. President	Rudd,	J. Campbell
Treasurer	M. Campbell.	Payne
Steward		

Mr. Jno. Roe proposed by (Mr. Rudd) who also read the 3. 4 and 5 Articles of the Constitution. Mr. Ely gave notice that he should bring forward next meeting a plan for the admission of Candidates.

NEW YORK *March 26th. 1796.*

Meeting of the Society in Federal Hall.

Present.

Mr. President	Mr. Treasurer	Mr. D. Fraser
V. President	J. Campbell	G. Ely
Jno. Wood	Rudd	Shepherd.
Secy. P. T.	M. Campbell	

6. 7. and 8th. Articles of the Constitution read by Mr. Shepherd.
Ballotted for and admitted Mr. Roe.

Resolved,

1. That when a member is to be introduced into this Society for Initiation they shall all, except the President, or any of the members whose religious principles do not admit it, stand uncovered.

2. That the Member to be introduced, shall upon previous notice being given of his attendance, be conducted into the Society by a Member, to be occasionally nominated by the President for that purpose (and shall in the first instance be presented to the president) when they enter the Room the Member shall introduce the candidate (for admission) to the President in the following words, Mr. President, conformably to my duty, I here introduce to your acceptance Mr. A. B. C. Then the President shall reply to the candidate. Sir, your friends having recommended you to our acceptance and assured us of your inclination to become a member of this Society, and having vouched for your moral character and qualification for membership, we are induced to admit you. I shall read to you the preamble of our constitution.

(Refer to Preamble)

(After reading it the President shall say) It becomes me to repeat to you an obligation which cements an union to which you will be pleased to give your assent. "You A. B. C. do solemnly declare, that you will support the harmony, reputation and honor of this society. Do you assent to this declaration. Ans. Yes. I now welcome you into our Society, you will please to sign the constitution.

NEW YORK *April 9th. 1796.*

Meeting of the Society in Federal Hall.

Present.

Mr. President	Mr. J. Campbell	Mr. Gahagan
V. President	Richardson	Rudd
M. Campbell		

Mr. John Roe appeared, was introduced to the President and inniciated into the Society agreeably to the regulations established for that purpose.

It was resolved by the Society, that the blanks to that Article of the Constitution which relates to the Celebration of the Anniversary of the Society, be filled up.

Resolved

That the blanks aforesaid be filled up with the date of the 15th. of May next, unless it would be Sunday. Mr. Malcomb Campbell and Mr. Wm. Payne, was nominated to be balloted for to deliver an Oration on the 15th. of May next, unless that day be on Sunday. (Mr. M. Campbell declined.)

Mr. Romaine was appointed by ballot. It was found that Mr. Wm. Payn was elected.

Adjourned.

NEW YORK *April 16th.* 1796.

Meeting of the Society in Federal Hall.

Present.

Mr. President	Mr. M. Campbell	Mr. Best
V. President	J. Campbell	Gahagan
Secretary	Fraser	Burk
Treasurer	Roe	Payne
G. Ely	Shepherd	

Mr. Burk was innitiated, and took his seat.

Mr. McGahagan proposed two Gentlemen for admission, Viz. Mr. William Ker and Mr. Ross. Mr. McGahagan advanced two Dollars for their Innitiation fee, agreeable to a Bye Law established in the society on the 23rd. of Janr. last. Mr. Payne proposed Mr. Brown as a candidate for admission and paid one Dollar.

Mr. McGahagan gave notice that he would bring forward a resolution Relative to absent members, the next meeting of the Society.

Mr. Fraser laid upon the Table a Resolve to be discussed at the next meeting.

adjourned.

NEW YORK *April 23d.* 1796.

Meeting of the Society in Federal Hall.

Present

Mr. President	Mr. Coffin	Mr. McGahagan
V. President	M. Campbell	Burk
Secretary	Payne	

Mr. M. Campbell read the 9th. 10th. and 11th. Articles of the Constitution.

Mr. John Brown and Mr. William Ker was Initiated and took their seats. Mr. Nathaniel Foster was duly admitted a member of this Society, although Mr. McGahagan proposed him by the name of Mr. Ross, at the last meeting.

Resolved

That the Committee appointed to obtain a conference with the School Committee of City of New York, be excused from any further duty on that occasion.

Two Resolutions were laid on the Table. One of which relative to absent members, the other to the necessity of appointing a standing committee,—Mr. Rudd, Mr Coffin and Mr. Gahagan, were appointed on this occasion.

Resolved

That the Steward of this Society take the whole charge of the Ballotting boxes, as soon as possible, and that he will on all occasions see them forthcoming to the society, on penalty of two shillings every meeting of the Society should they have occasion for them, and not be able to find them.

Adjourned.

NEW YORK *April 30th.* 1796.

Meeting of the Society in Federal Hall

Present

Mr. President	Mr. M. Campbell	Mr. Rudd
V. President	Brown	Payne
Treasurer	J. Campbell	Gad Ely
Steward		

Mr. J Campbell read the 12. 13 and 14 articles of the Constitution.

Mr. Payne gave notice that he should next meeting bring forward motion for a repeal of the resolution passed in the society, respecting the deposit of a Dollar by a member, in behalf of a Candidate.

Mr. Walter Townsend proposed by Mr. Fraser and deposited a Dollar.

Mr. James Hardie also proposed by Mr. Fraser and deposited a Dollar.

Adjourned.

NEW YORK *May 7th* 1796.

Meeting of the Society in federal Hall

Present.

Mr. President	Mr. M. Campbell	Mr. Fraser
V. President	Rudd	Carr
Treasurer	Roe	J. Campbell
Steward	G. Ely	Richardson
Brown		

Mr. Coffin read the 14. 15. and 16th articles of the Constitution.

Mr. Walter Townsend was balloted for and admitted.

On Motion a Committee was appointed to wait upon the Recorder to obtain information respecting the public law for the support of schools to wit, Citizens J. Campbell, Andrew Smith and John Wood.

On balloting for James Hardie he was found not admitted and his Dollar was returned by the Treasurer to Mr. Fraser who proposed him.

Adjourned.

NEW YORK *May 14th* 1796.

Meeting of the society in federal Hall.

Present

Mr. President	Mr. G. Ely	Mr. J. Campbell
V. President	Rudd	McGahagan
Secretary	Fraser	Burk
Treasurer	Payne	Roe
Steward	Richardson	

Mr. Walter Townsend was Initiated, signed the Constitution and took his seat.

Mr. Gad Ely proposed Mr. James Hardie as a candidate for admission, paid a Dollar into the hands of the Treasurer.

NEW YORK *May 21st 1796.*

Meeting of the Society in Federal Hall.
present

Mr. President	Mr. Secretary	Mr. Steward
V. President	Treasurer	
Citizens Rudd	Citizens Henderson	Citizens McGahagan
Townsend	Liddle	Ker
Fraser	Burk	Payne
M. Campbell	Roe	J. Campbell

Mr. Fraser read the 17, 18, and 19 Articles of the Constitution.

Mr. James Hardie was ballotted for and duly admitted a member of this society.

Resolved

That a Committee of three members be appointed to prepare a piece for the press in vindication of the Society relative to some toasts which was published in the *Argus* on the 21st instant.

Some resolutions was laid on the Table to be considered at our next meeting.

Mr. M. Campbell Mr. J. Campbell Mr. Rudd
were the Committee appointed to prepare a piece and lay before the society at Mr. John Campbell's School Room on Monday Evening next.

Adjourned to meet at the Room aforesaid on the 23d at 6 o'clock P. M.

NEW YORK *May 23d 1796.*

Meeting of the society of associated Teachers in Mr. J. Campbell's School Room agreeable to adjournment.

Present

Mr. President	Mr. Latham	Mr. McGahagan
V. President	Liddle	Rudd
Secretary	Townsend	Roe
Treasurer	John Campbell	M. Campbell
Steward	Richardson	

Resolved

That the report of the Committee appointed on the 21st. Instant be read.

Resolved

That the said report be recommitted for the purpose of publishing the same (with such amendments as the said Committee may think most advisable and that the same be signed by the Secretary by order of the Society.

Adjourned to meet at Federal Hall on Saturday next.

NEW YORK *May 20th 1796.*

Meeting of the Society in Federal Hall.

Present

Mr. V. President	Mr. Steward	Citizens Jno Campbell
Secretary	Citizens Fraser	M. Campbell
Treasurer	Townsend	Rudd.

Resolved,

That the Committee appointed to publish the sense of the society respecting a scurrilous publication alluding to the proceedings of the society at their late anniversary, be discharged from the duty committed to their charge.

adjourned.

NEW YORK *June 4th 1796.*

Meeting of the associated Teachers in Federal Hall.

Present

Mr. V. President	Citizens Rudd	Citizens Jno. Campbell
Treasurer	Payne	Richardson
Steward	M. Campbell	Ely
Citizens Brown	Burk	Ker.
Roe		

Read the 2 last articles of the Constitution and the Preamble.—

Resolved,

That no member of this society shall publish or cause to be published in any Newspaper, any of their proceedings, without their leave.

N. YORK. *11th June 1796.*

Meeting of the Associated Teachers in Federal Hall.

Present

V. President	Burk	Richardson
M. Campbell	Smith	Brown
Payne	Fraser	Coffin
Roe	Townsend	

Mr. James Hardy, Initiated — Mr. John Leak propos'd by Mr. Roe, and deposited one Dollar —

Resolved

That John McKernon, be considered an honorary Member.

1st. 2nd. and 3rd. Articles of the Constitution Read.

NEW YORK *June 17th 1796.*

Meeting of the Society of Associated Teachers in Federal Hall.

Present

Mr. President	Messrs. Hardie	Messrs. Ely
Treasurer	Ker	J. Campbell
Steward	Payne	Roe
Messrs. M. Campbell	McGahagan	Rudd

Mr. John Leak was balloted for and duly admitted. The 4th. 5th. and 6th Articles of the constitution were read by Mr. Rudd. A letter was received from Mr. Secretary Collins resigning his office, which resignation was, on motion, accepted.

The Society then proceeded to the choice of a new Secretary and Mr. Rudd was declared to be elected.

Resolved,

That a committee of three gentlemen be chosen to consider the propriety of any alteration of the holidays and to report at the next meeting. Messrs M. Campbell, Hardie, and J. Campbell were appointed the committee.

Adjourned.

NEW YORK *June 24th.* 1796.

At the stated meeting of the Society of Associated Teachers in Federal Hall.

Present.

Mr. Vice Presidt	Messrs Roe	Messrs J. Campbell
Mr. Secretary	Brown	Henderson
Mr. Treasurer	Ker	Paine
Mr. Steward	Hardy	Mr. Campbell.
Messrs Ely	Frazer	

Mr. Hiram Storrs who was admitted a member of this Society on the 9th. of Jany. last was this evening initiated and took his seat, to be considered hereafter as an honorary member. The 7th. 8th. and 9th. Articles of the Constitution were read by Mr. J. Campbell.

The Committee to whom was referred the consideration of any alteration to be made in the Holidays gave in a written report, in substance following, That it would be expedient to substitute an annual vacation in the place of the old holidays, that the month of August would be the most eligible time, and that the length of the vacation be, not less than fourteen, or more than twenty Days.

On motion, the Report was accepted. It was then reported that the members of the Society do, in the ensuing week, endeavor to discover the sentiments of Teachers, not belonging to the Society, respecting the proposed alteration of Holidays.

Adjourned.

NEW YORK *July 2nd.* 1796.

At the stated meeting of the Society of Associated Teachers in Federal Hall.

Present.

Mr. Vice President	Messrs. Brown	Messrs. Roe
Secretary	J. Campbell	M. Campbell
Treasurer	Richardson	Ely.
Steward	Frazer	

Mr. John Leek was introduced by Mr. Roe, initiated, signed the constitution and took his seat in the Society.

Mr. Frazer read the 10th. 11th. and 12th. Articles of the Constitution.

On motion.

Voted, that an anonymous notification be published in the papers, requesting the attendance of all the Teachers in the City at a general meeting, on Wednesday evening next, at the School room of Mr. J. Campbell.

Voted, that the expence of printing the notification be defrayed out of the funds of the Society.

Voted, that Mr. J. Campbell be appointed to introduce the business that may be transacted on that evening.

Resolved,

That the Steward procure new balls to be used in ballotting by the Society, and that he substitute them in place of the old ones.

Adjourned.

NEW YORK July 9th. 1796.

At the stated meeting of the Society of Associated Teachers in Federal Hall, City of N. York.

Present.

Mr. President
Vice President

Mr. Secretary

Mr. Steward

Messrs. Payne
Brown

Messrs. Richardson
Henderson

Messrs. J. Campbell
Gahagan

The 13th. 14th. and 15th. Articles of the Constitution were read by Mr. Brown.

Resolved,

That the Steward procure a book for the insertion of such literary productions of the members as the Society may determine to preserve, and that the expenses thereof be defrayed out of the treasury of the Society.

The following motion was made and seconded (to be considered at the next meeting) that if any member, for disorderly conduct, be called to order by the President and should not obey, that then it shall be the duty of the President to call him to order a second time, and if he then refuses to obey he shall be called upon once more, and if he still persists in disobedience he shall be expelled.

The following Question was proposed by Mr. Payne (to be debated in the Society at the next meeting), Viz.:

Whether, under existing circumstances, a Systematical method of teaching penmanship is more eligible than such methods as are commonly pursued.

The following Question was proposed by Mr. Brown, Viz.:

Whether the practice of severe flagellations by the tutor is advantageous to the good regulation of a School.

On Motion

Resolved,

That any member who shall make use of any scurrilous language to one or more of the members; that member making use of such language shall be silenced for the evening on pain of expulsion.

Adjourned.

NEW YORK *July 16th 1796.*

Meeting of the Society of Associated Teachers in Federal Hall.
Present

Mr President	Mr Secretary	Mr Steward
Vice President		
Messrs Roe	Messrs Brown	Messrs Payne
J. Campbell	Henderson	

The 16th 17th and 18th Articles of the Constitution were read by Mr Henderson.

The Motion made the last meeting Respecting the disorderly Conduct of members and which was referred to this Evening's Consideration was taken up. The following Amendments was made and seconded that instead of being expelled; "the disorderly member shall be silenced for one month." The motion with the amendment was then passed to be Considered as the 12th Article of the bye *Laws*

On Motion it was voted that the resolution of last meeting respecting the use of scurrilous Language, in the Society be considered as the 13th article of the bye *Laws*

The Society then proceeded to the Discussion of the Question proposed by Mr. Payne, last meeting.

Several Gentleman entertained the Society with many useful and suitable Remarks.

A motion was laid on the table to be considered at the next meeting for the regulation of discussing Questions of improvement.

Adjourned

NEW YORK *July 23rd 1796*

At the stated meeting of the Society of Associated Teachers in Federal Hall

Present.

Mr President	Messrs Roe	Messrs Townsend
V. President	Payne	M. Campbell
Secretary	Latham	Ely
Messrs Brown	Collins	

Mr Wm Pirsson was proposed by Mr Latham for admission into the Society

The 19th 20th and 21st Articles of the Constitution were read by Mr Latham

The Motion laid upon the table at the last meeting, for regulating the discussing of questions was withdrawn and the following motions were substituted in its place — Viz.

1st That all questions of improvement shall be decided, on the evening in which they are discussed — By Mr V. Presd.

2nd That no member be permitted to speak more than ten minutes to any question at one standing

(These questions to be considered at the next meeting.)

(By Mr Brown.

Mr Paine's question proposed the 9th Instant was taken up and, after some ingenious remarks, decided in the affirmative. The

following question was agreed to be substituted in the place of Mr Brown's, proposed by him the 9th instant. viz.

Might not Schools be well governed, without corporal punishment?
Adjourned.

NEW YORK *July 30th 1796*

At the stated meeting of the Society of Associated Teachers in Federal Hall.

Present.

Mr President,	Mr Steward,	Mr Collins
V. President,	Payne,	Brown
Treasurer,	Roe.	Ely

Mr Wm. Pirsson was ballotted for and duly admitted —

Mr Steward was fined 2s for not producing the balloting boxes.

The Question "Whether Schools might be governed without corporal punishment" was debated and decided in the negative —

Adjourned —

After this date no quorum was formed untill Septr. following

NEW YORK *Sept 3rd A. D. 1796 —*

The Society of Associated Teachers met in Federal Hall.

Present —

Mr President	Mr Steward	Mr Payne
V. Presdt	Ely	Fraser
Secretary	Henderson	Leak
Treasurer	Brown	J. Campbell

Mr John Read was proposed for admission by Mr. V. Presdnt. Mr. Nathaniel Mead proposed for Do by Mr J. Campbell. The Preamble together with the first and Second articles of the Constitution were read by Mr Leak —

The motion of the V. Presdt of July 23rd was taken up and passed to be considered as a 14th article of the Bye Laws —

Mr. Brown's motion of the same date was likewise taken up and passed to be considered as a 15th article of the Bye Laws —

The President, Messrs Payne and Rudd were appointed a committee to revise the Bye Laws, and to report to the Society —

On Motion.

Voted. That it may be made the duty of the committee appointed to revise the Bye Laws, to examine the Constitution and to report such alterations as they may judge necessary to fit it for publication — "Question of improvement" proposed by the V. Presd "Who acts the wisest part, he who subjects the passions to *reason*, or he who roots them out?" —

On Motion,

Voted that Mr Fraser be enjoined to produce the balloting boxes at the next meeting under pain of the censure of the Society —

Adjourned —

NEW YORK *Sept.* 10th. 1796.

At the stated Meeting of the Society of Associated Teachers in Federal Hall.

Present

Mr. Presdnt.	Messrs. Roe	Messrs. Fraser
V. Presdnt.	Richardson	Leak
Secretary	Townsend	Henderson
Messrs. J. Campbell	Payne	Brown
Durand		

The Society proceeded to ballot for Mr. Read who was declared to be duly elected.

Also for Mr. Mead who was likewise declared to be duly elected.

Mr. Mead was introduced, initiated, signed the Constitution and took his seat.

The 3rd. 4th. and 5th. Articles of the Constitution were read by Richardson.

The Society proceeded to the discussion of the question proposed by the V. Presdt. Viz. "Who acts the wisest part, he who subjects his passions to reason, or he who roots them out?" The question, after discussion, was decided in favor of subjecting them to reason.

Question proposed by the Secretary for discussion at the next meeting, "Ought any religion further than morality to be inculcated in Schools?"

Mr. Fraser produced the balloting boxes agreeable to the requisition of the last meeting.

Adjourned.

NEW YORK, *Sepr.* 17th. 1796.

Meeting of the Society of Associated Teachers in Federal Hall.
Present.

Mr. Presdnt.	Messrs Richardson	Messrs Latham
V. Presdnt.	Payne	Fraser
Secretary	Mead	J. Campbell
Treasurer	Leak	Maillet
Steward	M. Campbell	Townsend
Roe		

Mr. James Gibbons was proposed for admission by Mr. V. Presdnt.

The 6th. 7th. and 8th. Articles of the Constitution were read by the Sect.

Mr. Roe, at the request of the President, took the Chair and the Society then proceeded to the discussion of the question proposed by the Secretary at the last meeting Viz. "Ought any religion, further than morality, to be inculcated in Schools?" After discussion, the Question was decided in the affirmative.

Question proposed by the Presdnt. for discussion at the next meeting "Which is most injurious to health, extreme labour or extreme indolence?"

Adjourned.

NEW YORK, *Septr.* 24th. 1796.

Society of Associated Teachers met in Federal Hall.

Present.

Mr President.	Mr Steward	Messrs. Maillet
V. Presdnt	Messrs. Fraser	Brown
Secretary	Mead	Roe
Treasurer	Payne	J. Campbell

Mr. John Reed was introduced to the President, initiated, signed the Constitution, and took his seat in the Society.

The Society then proceeded to balloting for Mr. James Gibbons, who was declared to be duly elected. Mr. Gibbons was then introduced to the President, initiated, signed the Constitution and took his seat in the Society.

The 9th. 10th. and 11th. Articles of the Constitution were read by Mr. Roe.

The Society then proceeded to discuss the question proposed by the President, Viz. "Which is most injurious to health, extreme labour or extreme indolence?" After discussion the Presdnt. summed up the arguments, and the question was decided by the Society that extreme indolence is most injurious to health.

Mr. Maillet being about to leave the city, requested of the Society a certificate of his membership which the President was desired by the Society to grant him.

Mr. V. President laid on the table two motions to be taken into consideration at the next meeting, Viz.

1st. "That an Orator for the Anniversary be appointed three months previous to that day."

2nd. "That a standing Committee be appointed for the examination of such Candidates as may apply therefor."

Question proposed by Mr. J. Campbell for discussion at the next meeting "Which acts the most meritorious part, he who forgives or he who acknowledges an offence in order to obtain a reconciliation?"

Adjourned.

NEW YORK *October* 1st. 1796.

At the stated meeting of the Society of Associated Teachers in Federal Hall

Present.

Mr. Presdnt.	Messrs. Read	Messrs. Gibbons
V. Presdnt.	Mead	Richardson
Secty.	Payne	Ely
Steward	Roe	Fraser
Messrs. Brown		

The 12th. 13th. and 14th. Articles were read by Mr. V. President.

On Motion,

Voted, that the Steward provide wood for the purpose of fuel, for the Society, in the course of the ensuing week.

The first motion of the V. Presdnt. was taken up. The period of time specified, was proposed to be extended from three to Six months which was agreed to; it was then passed by vote to be considered a bye law.

The 2nd. motion of the V. Presdt. was taken up and amended in manner following,

Resolved

“That a committee of seven members be appointed to make enquiry into the merits and abilities of any person who shall apply to the Society for a testimonial of his qualifications for giving instruction in those branches of literature which he may be desirous to undertake to teach.” The motion thus amended, was passed to be considered a bye law.

The following is the form of the certificate given by the Presdnt. to Citizen Maillet.

United States.

City of New York, 26th. September 1796.

These presents do certify that Louis Jerome Maillet was admitted a member of the Society of Associated Teachers of the City of New York on the 5th. day of March — one thousand seven hundred and ninety six, previously possessing all the requisites necessary to membership, and has ever since continued to support the reputation of an unexceptional moral character.

By order of the Presdt.

Private Secry.

B. Romaine, Presdt.

Adjourned.

NEW YORK *October 8th 1796.*

Society of Associated Teachers met in Federal Hall.

Present.

Mr. President	Messrs. Gibbons	Messrs. Read
V. President	Mead	Ely
Secretary	Leak	Payne
Treasurer	Fraser	

The 15th. 16th and 17th Articles of the Constitution were read by Mr. Ely.

The Question of Mr. J. Campbell, was agreed to be postponed to the next meeting.

On Motion,

Voted, That the Steward procure for the use of the Society a box (the price not exceeding sixteen shillings) for the purpose of containing the moveable property of the Society.

The following motion was laid on the table by Mr. Ely

Viz “Every member shall punctually attend the regular meetings of the Society at the stated hour in default of which he shall pay into the hands of the Treasurer the sum of twelve cents and a half unless he shall render such excuse as may be satisfactory to the Society.”

The following motion was laid on the table by the Secry.

Viz. “*Resolved* that a Committee of three be appointed to solicit and receive from the members of the Society such books as they see fit to give for the formation of a Library.”

Mr. Payne’s Question of improvement, “Is that energy of Government by which the discipline of Schools was preserved, which was thought essential twenty years ago, consistent with the state of Society at the present time.”

Adjourned.

NEW YORK *October 15th.* 1796.

At the stated meeting of the Society of Associated Teachers in Federal Hall—

Present.

Mr. President	Messrs. Read	Messrs. J. Campbell
V. President	Gibbons	Payne
Secretary	Leak	Roe
Steward	Ely	

Mr. Jonathan Fisk was proposed for admission by the Secry.

The 18th. 19th. & 20th. Articles of the Constitution were read by Mr. Gibbons.

Mr. J. Campbell's question, which was referred to this evening, for discussion was agreed to be dropt.

Mr. Ely's motion, respecting the attendance of members and the fining of delinquents, was postponed to the next meeting.

Mr. Payne's question was also postponed to the next meeting.

The motion of the Secry. respecting the Library Committee, was taken up and passed, and Messrs. J. Campbell, Payne and the V. President were appointed the Committee.

On motion,

Resolved,

That the Committee for receiving books shall produce them to the Society: and if, upon consideration, the Society judge them to be suitable, they shall then be deposited in the Library.

The Vice President, Mr. John Wood, presented to the Society, Seven Volumes as a beginning to the LIBRARY, they being the first books presented for that purpose.

Titles of the Books. Priestly on Education, American Atlas, Smith's History of New York, Well-bred Scholar, Franklin's Life, Mentor, and a large volume of Miscellany containing the following pieces Viz.

- 1st. An act for the encouragement of Schools.
- 2nd. Paine's dissertation on the principles of government.
- 3rd. Plan of instruction by Milns.
- 4th. Select letters of General Washington.
- 5th. Erskine's speech on the liberty of the press.
- 6th. The life and exploits of Tammany.
- 7th. Dr. Roger's sermon on the death of Dr. Wetherspoon.
- 8th. Mr. Miller's Sermon, 4th July.
- 9th. Mr. Pilmore's Do Do
- 10th. Dr. Dingley's oration on medicine.
- 11th. Paine's Age of Reason, 1st. part.
- 12th. Trial of Thomas Muir.
- 13th. Observations on Dr. Priestly's emigration.
- 14th. A twig of birch for a butting calf.

NEW YORK *October 22nd.* 1796.

The Society of Associated Teachers in Federal Hall.

Present.

Mr. Presdnt.	Mr. Steward	Messrs. Richardson
V. Presdnt.	Brown	Gibbons
Secretary.	Fraser.	Leak.
Treasurer		

The Society proceeded to ballot for Mr. Jonthn. Fisk who was declared to be duly elected.

Mr. Richardson read the Preamble together with the 1st. & 21st Articles of the Constitution.

Mr. Ely's motion of the 8th instant was again postponed.

Mr. Payne's question proposed the 8th instant, was also again postponed.

The following question was proposed by Mr. Fraser and discussed by the Society, viz. "Whether an indolent person of great abilities, or one of inferior talents and assiduity makes the best teacher?"

A sudden alarm necessarily prevented the Society from coming to a decision on the question —

Adjourned.

NEW YORK *October 29th.* 1796.

Society of Associated Teachers met in Federal Hall.

Present

Mr. President	Messrs. Read	Messrs. Richardson
V. Presidt.	Gibbons	Henderson
Secretary	J. Campbell	Payne
Treasurer	Fraser	Ely
Messrs. Roe.	Brown	

Mr. Jonathan Fish was introduced to the President, initiated in due form, signed the Constitution and took his seat in the Society.

The 2nd, 3rd. and 4th. Articles of the Constitution were read by Mr. Read —

Mr. Ely's motion and Mr. Payne's question were again postponed.

The following question was proposed by the Secretary and discussed by the Society, viz. Is a private education in a family more advantageous to the student than one that is obtained in a School or Academy?

After a copious discussion, the question was decided in the negative.
Adjourned.

NEW YORK *November 5th* 1796.

Society of Associated Teachers met in Federal Hall.

Present.

Mr. V. President	Messrs. Brown	Messrs. Payne
Steward	Mead	Richardson
Secretary	Ely	J. Campbell
Messrs. Gibbons	Fisk	Henderson

Vice president in the Chair,

The 5th. 6th. & 7th. Articles of the Constitution were read by Mr. Roe.

The Society proceeded to the consideration of Mr. Ely's motion, Respecting the non-attendance of members — the motion was rejected.

The Question of Mr. Payne was taken up and discussed — after discussion, decided in the negative.

Adjourned.

NEW YORK. Nov. 12th. 1796.

At the stated meeting of the Society of Associated Teachers in Federal Hall —

Present.

Mr. President	Messrs. J. Campbell	Messrs. Fisk
V. President	Brown	Roe
Secretary	Read	Ely
Treasurer	Mead	Leak
Steward	Gibbons	Payne
Messrs. Collins		

The 8th. 9th. and 10th Articles of the Constitution were read by the Secretary.

The Society proceeded (agreeable to a regulation of the 1st. of October) to the election of an Anniversary Orator, and the ballots being taken, Mr. Rudd was declared to be duly elected.

Mr. V. President presented to the Society an English Grammar, by John Hornsey, for the examination of the Society which was submitted to a committee of three to make report thereon. The committee consisted of Messrs. Ely, Payne and Coffin.

On Motion

Resolved,

That the Resolution of Octobr. 15th. in the following words, "*Resolved*, that the committee for receiving books shall present them to the Society; and if, upon consideration, the Society judge them to be suitable they shall be deposited in the Library," be repealed.

The following question was proposed by Mr. Brown and discussed by the Society, Viz,

"Is not the purity of religion in a nation proportionate to the state of literature?" After discussion, the question was decided in the Affirmative.

The following question was proposed by Mr. Leak, Viz. "Is the BIBLE a proper School book?"

Adjourned.

NEW YORK Nov. 19th, 1796.

At the stated meeting of the Associated Teachers in Federal Hall.
Present.

Mr. Presdnt.	Messrs. Roe	Messrs. Leak
V. Presdnt.	Fiske	Gibbons
Secry.	Payne	Mead
Steward.	Read	Richardson
Messrs. Brown		

The 11th. 12th. and 13th. Articles of the Constitution were read by Mr. Brown.

The Society proceeded to the discussion of Mr. Leak's question, "Is the Bible a proper School Book?"

After discussion the question was decided in the affirmative.

NEW YORK Nov. 26th. 1796.

Society of Associated Teachers met in Federal Hall.

Present

Mr. Presdt
V. Presdt.
Secry.

Mr. Treasurer
Messrs. Gibbons

Messrs. Roe
Richardson

Mr. William Scott was proposed by the Treasurer as a candidate for admission.

The 14th. 15th. and 16th. Articles of the Constitution were read by Mr. Gibbons.

The following Question was proposed for discussion, Viz. "Are Schools, established and supported by the public, more condusive to the obtaining of a good education than those which are set up and conducted by private individuals?"

Adjourned.

NEW YORK, Decr. 3rd. 1796.

Meeting of the Society of Associated Teachers in Federal Hall.

Present

Mr. Presdnt.
V. Presdnt.
Secy.
Treasurer
Messrs Read

Messrs Gibbons
Roe
Payne
Richardson
Fisk

Messrs. Leak
Ely
Brown
J. Campbell

The 17th. 18th. and 19th. Articles of the Constitution were read by Mr. Leak.

The Question respecting public and private Schools was taken up and discussed. Decided in favor of public establishments.

The Society proceeded to balloting for Mr. Wm. Scott who was declared to be duly elected.

Adjourned.

NEW YORK, Decr. 10th. 1796.

At the stated meeting of the Society in Federal Hall.

Present.

Mr. Presdnt.
Secretary
Treasurer

Messrs. Read
Fraser
J. Campbell

Messrs. Payne
Durand
Gibbons

Messrs. Richardson

The 20th and 21st. Articles and Preamble of the Constitution were read by Mr. Read.

Mr. Wm. Scott was introduced, initiated, signed the Constitution and took his seat.

A Petition was received from Mr. Durand stating that, from many and various causes, he is reduced in this inclement season to very indigent circumstances, and requesting the aid of the Society.

Voted, that the Treasurer pay into the hands of Mr. Durand the sum of eight Dollars.

Moved by Mr. J. Campbell

"That the Society procure by means of the money in the hands of the Treasurer, the 1st. Vol. of the "Transactions of the Philosophical Society at Paris."

The motion was overruled by the President as being inconsistent with the 10th article of the Constitution.

It was then moved by Mr. Fraser to take the minds of the Society upon the propriety of the President's conduct in over-ruling the preceding motion.

This last motion was referred to the next meeting.

Adjourned.

NEW YORK Decr. 17th. 1796.

At the stated meeting of the Society in Federal Hall.

Present.

Mr. V. Presdnt	Messrs. Brown	Messrs. J Campbell
Secretary	Gibbons	Ely
Treasurer	Leak	Fisk
Steward	Scott	

Mr. V. Presdnt. in the chair.

The 1st. 2nd. & 3rd. Articles of the Constitution were read by Citizen Rudd.

Voted, that a Committee of three be appointed to draw up an address to the public respecting an alteration in the holidays.

Messrs. J. Campbell, Coffin and Brown were appointed the committee.

The motion of Mr. Fraser respecting the conduct of the Presdnt. in overruling Mr. J. Campbell's motion, which (motion of Mr. Fraser) was referred to the consideration of this meeting, was taken up, and Resolved by the Society that the President's conduct was right.

Adjourned.

NEW YORK Decr. 24th. 1796.

At the stated meeting of the Society in Federal Hall.

Present.

Mr. Presdnt.	Mr. Steward	Messrs. Gibbons
Secretary	Messrs. Brown	Ely
Treasurer	Richardson	J. Campbell

The 4th. 5th. and 6th Articles of the Constitution were read by Mr. Brown.

Adjourned.

NEW YORK Decr. 31st. 1796.

At the stated meeting of the Society in Federal Hall.

Present.

Mr. Presdnt.	Messrs Durand	Messrs Gibbons
V. Presdnt.	Brown	Roe
Secretary		

The 7th. 8th. & 9th. Articles of the Constitution were read by Mr. Durand.

Adjourned.

NEW YORK *Jan. 14th* 1797.

At the stated meeting of the Society of Associated Teachers in Federal Hall.

Present.

Mr. Presdn't.	Messrs Fisk	Messrs Gibbons
Secretary	Brown	Payne
Steward		

The 10th. 11th. and 12th. Articles of the Constitution were read by Mr. Fisk.

The Society went into a Committee of amusemt — useful and entertaining conversation — Adjourned at the usual hour.

NEW YORK *Jan. 21st.* 1797.

Society of Associated Teachers met in Federal Hall.

Present

Mr. Presdnt.	Messrs. Ely	Messrs. Brown
V. Presdnt.	Read	Gibbons
Secretary	Durand	Fisk
Steward	Payne	

Mr. Gibbons read the 13th. 14th & 15th Articles of the Constitution. Adjourned.

NEW YORK *Jan. 28th.* 1797.

Society of Associated Teachers met in Federal Hall.

Present.

Mr. Presdnt	Messrs. Read	Messrs. Roe
V. Presdnt	Gibbons	Ely
Secretary	Fisk	Payne
Steward	Durand	Mead

The 16th. 17th. and 18th Articles of the Constitution were read by Mr. Read. The Committee appointed Septr. 3rd. 1796 for the purpose of revising the Bye-laws made a report of their proceedings, which, agreeable to the laws of the Society, are to be taken up and discussed at the next meeting.

Adjourned.

NEW YORK *Feb. 4th.* 1797.

Society met agreeable to adjournment in Federal Hall.

Present.

Mr. Presdnt.	Messrs Brown	Messrs. J. Campbell
V. Presdnt.	Gibbons	Durand
Secretary	Mead	Fisk
Treasurer	Roe	

The Society proceeded to the consideration of the Bye Laws presented at the last meeting by the Committee appointed for that purpose, consisting of 22 articles, all of which were adopted.

Adjourned.

NEW YORK *Feb. 11th. 1797.*

The Society met agreeable to adjournment.

Present.

Mr. Presdnt.	Messrs. Leak	Messrs. Read
V. Presdnt.	Mead	Brown
Secretary	Gibbons	Henderson
Treasurer		

The 19th. 20th. and 21st. Articles of the Constitution were read by the Secretary.

Resolved,

By the Society that the Secretary cause to be published in two of the papers a notification of the election of officers.

Resolved,

That the old bye-laws be abrogated.

Voted, That the following Question be received for discussion at the next meeting Viz. "Is the establishment of a Theatre, under the usual regulations, unfavorable to morals?" (Proposed by the Secretary.)

Adjourned.

NEW YORK *Feb. 18th 1797.*

The Society met agreeable to adjournment.

Present

Mr. Presdnt.	Mr. Steward	Messrs. Ely
V. Presdnt.	Messrs. J. Campbell	Gibbons
Secretary	Roe	Mead
Treasurer		

The 1st. 2nd. and 3rd. Articles of the Bye-Laws were read by the Treasurer.

Moved that the following be made an article of the Bye laws, Viz. "All motions and amendments of motions shall, if required by the President, be made in writing," to be considered at the next meeting.

Voted that Mr. Latham be considered hereafter as an honorary member.

Resolved,

That, "No member of the Society shall bring any charge or impeachment against any member thereof without, at the same time, pledging himself to the Society to substantiate the charge, or at least to bring forward what to him may appear sufficient proof."

The Question for discussion was referred to the next meeting.

Adjourned.

NEW YORK *Feb. 25th. 1797*

Society met in Federal Hall agreeable to adjournment.

Present.

Mr. Presdnt.	Messrs. Brown	Messrs. Fisk
V. Presdnt	Gibbons	Leak
Secretary	Roe	Richardson
Treasurer	Durand	Henderson
Steward	Mead	Scott
Messrs. Ely	Read	Fraser
J. Campbell	Payne	

The 4th. 5th. and 6th. Articles of the Constitution were read by the V. President.

The Secry. reported that he had, agreeable to the order of the Society, published a notification in two of the papers relative to the election ; it was then voted that the expence, amounting to 12/10 be paid by the Treasurer.

The Treasurer made a report, agreeable to the 12th. Article of the Bye-Laws (it being the evening of election) of the state of the funds, and of delinquent members, when it appeared that there are now in the Treasury

	Dolls.	Cts.	
the Treasury	16	—	19 $\frac{1}{4}$
and that there are now due to the Society			
from delinquent members	12.	62 $\frac{1}{2}$	

Resolved,

That the Society accept the foregoing report.

The other business being deferred, the Society proceeded to the election of officers for the ensuing year, when Mr. Rudd was declared to be elected President, Mr. John Wood V. President, Mr. John Brown Secretary, Mr. John Campbell Treasurer, Mr. John Roe Steward

Adjourned

NEW YORK, *March 4, 1797.*

The Society of Associated Teachers met in Federal Hall.
Present.

Mr. President	Mr. Campbell	Mr. Mead
V. President	Gibbons	Romaine
Secretary	Ely	J. Coffin
Scot	Fisk	

The 7th. 8th. and 9th. Articles of the bye laws were read by the Secretary.

The President on his installation delivered an address to the Society.

On Motion voted unanimously that the thanks of the Society be presented to him for the same, and that it be inserted in the book provided for that purpose.

On motion of J. Campbell resolved that no money be drawn from the treasury but by the approbation of three-fourths of the members present.

Adjourned.

NEW YORK, *March 11, 1797.*

The Society met in City Hall.
Present

The President	Treasurer	Smith
V. President	Scot	Gibbons
Secretary	Romaine	Fisk
Steward		

Mr. Fisk read the 10. 11 and 12 articles of the bye laws.

Voted,

Mr. Rudd of the committee some time past appointed be released and the Secretary be appointed in his stead.

On motion of the V. President,

Resolved,

That B. Romaine, W. Payne and I. Brown be a committee to form an emblematical devise and Seal for the Society, and to report as soon as possible.

The Question proposed some time past by the late Secretary namely, "Is the establishment of a Theatre under the usual regulations favorable to morals," was taken up and carried in the negative.

Adjourned.

NEW YORK *March 18, 1797.*

Agreeably to adjournment the Society met in City Hall.

Present

The President	Mead	Romaine, Sc. P. T.
V. President.	Smith	Fisk
Steward	Scott	

Mead read the 13. 14. 15 articles of the bye laws.

Wm. Pierson sometime since being regularly admitted — was this evening initiated — deposited one dollar and took his seat.

The V. President under head of communications was permitted to read, the 20 Resolves of the A. B. C. darian Society in Dublin, instituted march 29, 1789 by a number of Teachers for Charitable purposes.—

Quest. proposed by Mr. Fisk. Is the same mode of Education equally applicable to the Male and Female Sex.

Ques. proposed by the president. Can there be a more suitable subject brought into discussion than "The necessity of establishing a fund for the support of distressed Teachers and their Families.

Adjourned.

NEW YORK *March 25, 1797.*

The Society met in City Hall.

Present

The president	The Steward	Gibbons
V. president	Mead	Scott
Secretary	Fisk	

Jno. Roe read the 16. 17. 18 articles of the bye laws.

Voted that the term *Brother* be used in addressing each other in Society.

The question proposed by Mr. Fisk was taken up and after a lengthy, and animated debate passed in the affirmative.

Question Proposed by Mr. Fisk — Is it proper to instruct the Female in the same school with the Male.

proposed by Mr. Smith.

Is it proper to conduct the Education of the Males and Females on the same plan.

adjourned.

NEW YORK *April 1, 1797.*

The Society met in City Hall.

Present

The President	Romaine	Scot
V. President	Fisk	Smith
Secretary	Leak	Ely
Steward	Mead	Treasurer

The V. President read the 19. 20. 21st. articles of the bye laws.

The president under the head of communications read some instructions relative to writing, which were instructive.

The questions proposed the last meetings were postponed.

Ques. By B. Romaine. Is blindness more injurious to Society than deafness.

By the Sec. Is not the present situation of affairs unfavorable to matrimony.

NEW YORK *April 8th. 1797.*

The Society met in City Hall.

Present

The president	Steward	Gibbons
V. president	Romaine	Treasurer
Secretary	Fisk	

The 22nd. article of the bye laws, the preamble and the 1st. article of the Constitution were read by the Secretary.

An anonymous communication was found on the Table of the Society entitled "a comparative view of Ancient and Modern Education" which was read.

The question proposed some time past by the V. President was taken up and after being ably discussed passed in the negative.

Adjourned.

NEW YORK *April 15 1797.*

The Society met in City Hall.

present

The president	Treasurer	Romaine
V. President	Coffin	Ely
Secretary	Gibbons	Fisk
Steward	Mead	Payne

The 2nd. 3rd. and 4th. articles of the Constitution were read by Jno. Coffin.

The question proposed by Mr. Fisk some time past was taken up and after being largely discussed passed in the affirmative.

NEW YORK *April 22 1797.*

The Society met in City Hall.

Present

The president	Brother Mead	Brother Payne
V. president	Gibbons	Ely
Secretary	Fraser	Smith
Treasurer	Coffin	Scot
Brother Fisk		

The 5th. 6th. & 7 articles of the Constitution were read by Brother Fisk.

NEW YORK, *May* 20 1797.

The Society met in City Hall.

Present

President	Bro. Gibbons	Brot. Mead
V. President	Coffin	Campble
Bro. Ely		

The Secretary being on a visit in the Country Broth. J. Campble is appointed for this time.

The 8. 9. 10 Articles of the Constitution were read by B. Gibbons.

A proposal was made by the V. President to expunge the 10 article of the constitution — which was laid over according to the const.

A motion was made by B. Campble that the society should enter into a plan for establishing a fund for the relief of such members as may be entitled to the same by the rules hereafter to be adopted — laid over according to the 17. article of the Constitution.

The Society then adjourned.

NEW YORK, *June* 3 1797.

The Society met in City Hall

Present

President	Treasurer	Bro. Smith
V. President	Bro. Gibbons	Payne
Secretary		

The 11. 12. 13 articles of the constitution were read by Bro. Payne.
Adjourned.

NEW YORK, *June* 10, 1797.

The Society met in City Hall.

Present

President	Treasurer	Brother Mead
V. President	Brother Gibbons	Smyth
Secretary		

The 14. 15. 16 articles of the constitution were read by brother Smith.

The proposition made three weeks ago was this evening taken up — and after some debate passed in the affirmative.

William Milns and W. Carroll were this evening proposed by the Treasurer and 2 Dollars deposited.

A committee was appointed to bring forward rules and regulations of the fund contemplated to be raised consisting of B's J Wood, Smith and Gibbons, who are desired to report as soon as may be.

Adjourned.

NEW YORK *June* 17. 1797.

The Society met in City Hall.

Present

President	B. Ely	B. Frazer
V. President	Fisk	Coffin
Secretary	Gibbons	Mead

The Society proceeded to ballot for W. Milns and W. Carroll and they were found unanimously admitted.

The 17. 18. 19 Articles of the Constitution were read by the V. President.

The question proposed some time past respecting the 10 article of the constitution was taken up and passed in the negative.

Adjourned.

NEW YORK *June 24. 1797.*

The Society met in City Hall.

Present

President	Br. Frazer	Br. Fisk
V. President	Gibbons	Milns
Secretary	Mead	Ely
Treasurer		

The 20, 21 Articles of the Constitution and the 8 article of the bye laws were read by Secretary.

William Milns was this evening initiated and took his seat.

John Roe informed the Society his health would not permit his attendance, wished them to accept his resignation, which was accordingly done and James Gibbons appointed in his place.

Adjourned.

NEW YORK *July 1. 1797.*

The Society met in City Hall

Present

V. President	Bro. Ely	Bro. Carrol
Steward	Coffin	Romaine
Treasurer	Mead	Collins
Br. Frazer	Fisk Sc. P. T.	Milns

The 2. 3. 4 Articles of the bye laws were read by Br. Coffin. Mr. Carroll being elected at a former meeting was this evening introduced and took his seat as a Brother.

Resolved

The Steward get the chests painted which belongs Society.

Adjourned.

NEW YORK *July 8. 1797.*

The Society met in City Hall.

Present

V. President	B. Gibbons	B. Carroll
Secretary	Romaine	Ely
B. Mead	Fisk	

The 5. 6. 7 Articles of the bye laws were read by B. Carroll.

B. Milns was added to committee to prepare a certificate for the Society.

Adjourned.

NEW YORK *Oct. 21st. 1797.*

Society met in City Hall.

Present

President	Steward	B. Romaine
V. President	B. Mead	Ely
Secretary	Fisk	

The 11. 12. 13 articles of the bye laws were read by B. Ely.

The Question proposed by the Sect. some time past was up and after a lengthy debate was passed in the Affirmative.

Adj.

NEW YORK Nov. 11. 1797

Society met in City Hall.

Present

President	Treasurer	B. Coffin
Secretary	B. Romaine	Fisk
Steward		

The 14, 15, 16 articles of the bye laws were read by B. Fiske.

Resolved

That particular notice be given to the members absent this evening and request their particular attendance next meeting.

That the Steward purchase a load of wood for the Society.

Adjourned

NEW YORK Nov. 18. 1797.

Society met in City Hall.

Present

President	Frazer	B. Fisk
Secretary	B. Romaine	Mead
Steward	Coffin	Ely

The 17, 18, 19 articles of the bye laws were read by B. Gibbons.

The Society proceeded to ballot for an orator for the ensuing anniversary and the ballots being counted John Coffin was duly elected: but he declining to serve, another election took place and Jonathan Fisk was duly elected. He is desired to deliver it accordingly.

An account was presented to the Society for services rendered to the amount of £1 8.3. which was directed to be paid by the Treasurer.

NEW YORK, Dec 2nd. 1797.

Society met in City Hall.

Present.

Mr. Gibbons pre. P. T.	Mr. Romaine	Mr. Frazer
Coffin	Mead	Fisk
Ely		

The 21. 22 articles of the bye laws and the preamble of the constitution were read by B. Mead.

Question submitted by B. Fisk and received by them for discussion viz. "Is childhood the happiest state of life.

Some difficulty arising in ascertaining the minutes of the last meeting, B. Gibbons is desired to call on the Secretary and desire him to enter them on the book up to the present date.

Adjourned.

NEW YORK *Dec.* 23, 1797.

Society met in City Hall.

Present

President
B. Romaine
GibbonsB. Frazer
ElyB. Mead
Fisk

The 1. 2. 3 Articles of the Constitution were read by B. Romaine.

Br. Gibbons presented a bill for wood amounting to 2/ ordered to be paid.

Question proposed by B. Romaine "Does the difference of ability, so apparent among mankind arise from a superior intellect or from external causes?"

On the affair were

Contrary

Romaine
MeadB. Gibbons }
Frazer } for original.
Ely }

Doubtful

Fisk

Voted to reconsider the above question.

Adjourned.

NEW YORK *Dec.* 30, 1797.

The Society met in City Hall

Present

Secretary
TreasurerB. Romaine
ElyB. Mead
Fisk

Brother Gibbons in the chair.

The Secretary proposed Jacob Brown as a member of this Society.

The 4. 5. 6 articles of the constitution were read by the Secretary.

Question proposed by B. Fisk. Is war of any advantage to mankind?

The question proposed by Mr. Fisk last evening was this evening taken up and after some pertinent remarks by several members passed in the affirmative.

In the affirmative

Negative

Romaine
Brown
Mead
FraserEly
Gibbons
Fisk*Resolved*

The names of the Members as they vote be inserted in the affirmative or negative.

NEW YORK *January* 13, 1798.

The Society met in City Hall

Present

President
Secretary
TreasurerSteward
B. RomaineB. Coffin
Smith

Jacob Brown was this evening balloted for and duly admitted of which the Secretary is directed to notify him.

The 7. 8. 9 Articles of the constitution were read by B. Coffin.

Question proposed by B. Romaine "Does Morality preceed Religion in the exercises of the Human mind in its progress to virtue?"

Adjourned.

NEW YORK *January 20, 1798.*

Society met in City Hall

Present

President	B. Romaine	B. Mead
Secretary	Ely	Fisk
Treasurer		

Jacob Brown appeared this evening was introduced by the Secretary.

Eben Mack was proposed by B. Ely.

The 10. 11. 12 Articles of the Constitution were read by B. Ely.

On the question, Are wars of any advantage to Mankind appeared in the

Negative	Affirmative
J. Brown	Romaine
Mead	Fisk
Ely	Gibbons

Adjourned.

NEW YORK *Feb. 10, 1798.*

Society met in City Hall.

present

President	Mead	Ja. Brown
Treasurer	Romaine	Ely
Fisk		

E. Mack was balloted for and duly admitted.

The 13. 14. 15 Articles of the Constitution were read by B. Fisk.

Resolved,

The Secretary cause to be published in their papers viz. The Time Piece, Diary & Museum each 3 times of the ensuing elections for officers on Saturday the 24th is.

NEW YORK *Feb. 17, 1798.*

Society met in City Hall.

present

Gad Ely in the Chair.

Secretary	B. Romaine	B. J. Brown
Treasurer	Fisk	J. Coffin
Steward	Mead	

The 15. 16. 17 Articles of the constitution were read by B. Gibbons.

The question proposed by B. Romaine was this Evening taken up & after a lengthy and animated debate on the division the members stood as follows,

Affirmative	Negative
Romaine	J. Coffin
Gibbons	J. Campble
	Fisk
	Mead
Doubtful	Brown Sect.
Gad Ely	Brown
Adjourned.	

NEW YORK 21 *Febry.* 1798.

Being the evening of the annual election,
Society met in City Hall.

Present

President	Mr. Fisk Secry. pro tem.	Mr. Romaine
V. President	Ely	Carroll
Treasurer	Coffin	Mead
Steward	Jacob Brown	Campbell

Mr. Ebenr. Mack was initiated and took his Seat as a member. The articles in the Constitution and bye Laws. respecting the election of Officers, were read by the President.

Agreeable to the 12th. article of the Bye Laws, the Treasurer reported the state of the funds, and they amounted as pr. report to 21 Dolls. 99 Cents, then in the hands of the Treasurer.

Proceeded to the choice of Officers for the ensuing year when Mr. John Wood was unanimously elected president, Mr. James Gibbons vice President, Mr. Jona. Fisk Secry, Mr. Gad Ely Treasurer, Mr. Jacob Brown Steward.

The late President, after addressing the Society on the occasion, resigned his office.

The Society voted the Secry. Pro tem return the thanks of this Society to the President for his past services — which he accordingly did.

Adjourned.

NEW YORK 3d. *March* 1798.

Society met in City Hall
Present

President	Treasurer	Br. Mead
V. President	Steward	Mack
Secry.	Br. Romaine	Rudd

The officers being installed, the president then delivered to the Society an address suitable to the occasion.

On motion

Resolved

Mr. Gibbons returns thanks of this Society to the President for his "excellent address" delivered this evening, and request a copy of the same for insertion in a book provided for the purpose.

The Preamble, together with the 1st and 2nd articles of the Constitution, were read by Mr. Jacob Brown.

On motion

Resolved

That the Steward provide a book for the insertion of Questions —
Question proposed by the V. President "Is a Civilized State of Society productive of more happiness than a Savage State?" After discussion was decided as follows —

<p>Ayes Br. Mead Mack Rudd Jacob Brown Fisk — 5</p>	<p>Noes Br. Gibbons Ely Romaine — 3</p>
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Question proposed on a former evening by Bro. Ely "would it be good policy to manumit all the slaves in America immediately?"

Question proposed by Br. Ely "Would it be for the advantage of the students to have but one Branch taught in one apartment?"

Question proposed by Mr. Jacob Brown "Does the arrogance of ancestry obstruct the happiness of Society more than the Arrogance of Wealth?"

Adjourned.

NEW YORK, 10th March 1798.

Society met in City Hall.

Present

President	Treasurer	Er. Mead
V. President	Steward	Romaine
Secry	Br. Mack	Campbell

The 3d. 4th & Fifth articles of the Constitution were read by Bro. Campbell.

Question proposed by Bro. Ely — Would it be good policy to manumit all the slaves in America immediately? After discussion was decided as follows —

<p>Ayes None</p>	<p>Noes Br. Ely Mead Campbell Romaine Brown Mack Gibbons Fisk — 8</p>
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Adjourned.

NEW YORK 31st March 1798.

Society met in City Hall
present

President	Steward	Br. Rudd
V. President	Br. Romaine	Coffin
Secretary	Mack	Campbell
Treasurer	Mead	Frazer

The 6th 7th and 8th articles of the Constitution were read by Bro. Coffin.

On motion

Resolved,

That two members be added to the present Committee on the business of procuring a Certificate for the members of this Society. The President and Br. Frazer were accordingly chosen.

On motion

Resolved,

That the Steward request Mr. Skates to use his endeavors to procure a more convenient room for this Society to meet in.

The Question proposed by Bro. Ely, viz. "Would it be for the advantage of the students to have but one branch taught in the same apartment?" after discussion was decided as follows,

Ayes
Br. Mead
Ely
Campbell — 3

Noes
Br. Romaine
Jacob Brown
Gibbons
Mack
Fisk — 5

Br. Frazer doubtful.

Adjourned.

NEW YORK 7th April 1798.

Society met in City Hall
Present

President
V. President
Secretary

Treasurer
Steward
B. Romaine

B. Mead
John Brown

The 9th. 10th, and 11 Articles of the Constitution were read by Br. Ely, Question proposed by Br. Jacob Brown "Does the arrogance of ancestry obstruct the happiness of Society more than the arrogance of wealth?"

After discussion was decided as follows:

Ayes
Br. John Brown
Br. Romaine — 2

Noes
Br. Gibbons
Jacob Brown
Mead
Ely
Fisk — 5

Adjourned.

NEW YORK 5 May 1798.

Society met in City Hall.
Present

President
V. President
Secretary

Treasurer
Br. Romaine
" Frazer

Br. Mead
" John Brown

The 11 — 12 — & 13th articles of the constitution were read by the Secry.

Bro. Ely — Bro. Gibbons and Bro. Mead were appointed a Committee to make arrangements for the anniversary.
Adjourned.

NEW YORK 15 May 1798.

This being the evening (according to the constitution) for the celebration of our Anniversary, the Society met at Mr. Coons No. 12 John Street

Present

President	Bro. Romaine	Bro. Coffin
V. President	" John Brown	" Smith
Secretary	" Mead	" Mack
Treasurer		

1. Postponed the regular order of business.
2. *Resolved*

To postpone the address which was to have been delivered this evening, till Saturday evening, 19th inst. And Br. Gibbons, Br. Coffin and Br. Mead were appointed a committee to give notice of the same, and make the necessary arrangements.

Resolved

Into a Committee of amusement.

NEW YORK 26 May 1798.

Society met in City Hall

Present

President	Treasurer	Br. Mack
V. Presiden	Br. Romaine	" Coffin
Secretary	" Rudd	" Campbell

The 14, 15 and 16 Articles of the Constitution were read by the Vice President.

Br. Coffin from the Committee of the anniversary arrangements reported, that on the 19th inst, the Society met at Mr. Matling's long room Corner of Nassau & George streets. When to the Society and a number of others present, an Anniversary oration was delivered by the Secretary.

Mr. Skates presented a bill of 20 S for services rendered to the Society for Sptr. as pr. agreement.

Ordered to be paid.

On motion

Resolved,

That Br. Fisk receive the thanks of this Society by the president for his oration delivered to them on the 19th May at Mr. Matlings — and request a copy for insertion, in the books of the Society provided for that purpose.

On motion

Resolved,

That Mr. Rudd be requested to present the Society with a copy of his oration delivered on the 15th. May 1797 — for insertion in a book provided for that purpose.

On motion

Resolved

That a Committee of two be appointed to draft an advertizement and present to this Society the next evening, for the purpose of convening the Teachers of this City.

Br. Campbell and Br. Coffin were appointed.

Adjourned.

NEW YORK 2nd June 1798.

Society met in City Hall.

Present

Br. Wood, President	Br. Fisk Secry	Br. Romaine
" Gibbons, V. Presi-	" Ely, Treasurer	" Coffin
dent	" Rudd	" Mead

The 17, 18 and 19 Articles of the Constitution were read by Br. Mead.

On motion

Resolved,

The report of Mr. Coffin from the Committee of last evening be deferred till next evening.

Br. Coffin from the Anniversary Committee presented a bill for expenses on that evening amounting to £1 = 17 — 0 ordered to be paid.

Adjourned.

NEW YORK 30 June } 1798
Society met in City Hall }

Present

Br. Wood President	} Br. Romaine Br. Campbell
Br. Gibbons V. Presdt.	
Br. Fisk Secry.	
Br. Ely Trear.	
Br. Brown, Steward	

The 20th and 21st articles of the Constitution were read by Br. Romaine —

Mr. Jacob Romaine, was proposed by Br. Benj. Romaine, Seconded by the President and the Initiation fee deposited with the Treasurer.

Adjourned.

NEW YORK 12th July 1798.

Society met in City Hall

Present

Br. Wood Presdt.	Br. Ely Treasurer	Br. Mead
" Gibbons V. Presdt.	" Brown Steward	" Coffin
" Fisk Secry.		

Mr. Jacob Romaine was balloted for and duly elected —

The 1. 2 and 3 Articles of the bye Laws were read by Br. Brown.

The Question "Has literature contributed more to civilize mankind than Agriculture?" After discussion was decided by yeas and noes as follows

Yeas —	Noes
Fisk	Coffin
Brown	Gibbons
Mead — 3	Ely
	Ward — 4

Adjourned.

NEW YORK 21 *July* 1798.

Society met in City Hall.
Present

Br. Wood, President	Br. Brown Steward	Br. Mead
" Gibbons, Vice Pr.	" Rudd	" Campbell
" Fisk Secry.	" Coffin	

The 4th, 5 and 6 Articles of the Bye Laws were read by Br. Coffin.
On motion

Resolved

That we adjourn from the last Saturday in July to the second Saturday in September.

Resolved

Into a committee of amusement.

Adjourned.

NEW YORK 24th *November* 1798.

After four months absence occasioned by the sickness which prevailed in this City the summer and Autumn past,

The Society met in City Hall.

Present

Br. Wood President	Br. Ely Treasurer	Br. Mead
" Gibbons Vice Pr.	" Brown Steward	" Coffin
" Fisk Secry.	" Romaine	" Campbell

Br. Jacob Brown proposed his Brother John Brown, as an honorary member.

The 7. 8. and 9 articles of the Bye Laws were read by Br. Campbell.

Proceeded to the choice of an Anniversary ORATOR and Brother John Campbell was duly elected.

Question — "Is self Love the main spring of all our actions? After discussion was decided as follows —

Ayes	}	Noes
Br. Romaine		Br. Gibbons — 1
" Mead		
" Ely		
" Brown		
" Fisk — 5		

Br. Romaine and Br. Gibbons were appointed a Committee to investigate the situation of W. Barry an unfortunate Teacher and report thereon next evening.

Adjourned.

NEW YORK 12 *January* 1799.

Society met in City Hall.
present

Br. Wood Presdt
Gibbons V. Pr.
Fisk Secy.
Mead

Br. J. Brown
Coffin
Benj. Romaine

Mr. Jacob Romaine was introduced and took his seat as a member —
The 10 — 11 — 12 Articles of the Bye Laws were read by Br. Coffin.
Br. Gibbons from the Committee to inquire respecting W. Barry
reported unable to find W. Barry.

Committee discharged.

A Communication was handed the Society by Br. B. Romaine.
Referred to next meeting for a reading, it being late.

Br. Gibbons presented an Arithmetic for the examination of the
Society. referred to a Committee of Brs. Coffin, B. Romaine, and Fisk.

Question proposed by the Secy. Does litigation proceed more
from Ignorance than a Spirit of Revenge.

Adjourned.

NEW YORK 19th *Janry* 1799.

Society met in City Hall.
Present

Br. Wood Presdt
Gibbons Vice Do.
Fiske Secy
Ely Treasurer

Br. B. Romaine
Coffin
Mead

Br. J. Romaine
Campbell
Read

The 13, 14 and 15 Articles of the bye Laws were read by Br. Ely.
the question proposed last evening was taken up considered and
decided as follows.

Ayes
B. Romaine
Gibbons
Ely
Campbell
Coffin
J. Romaine
Mead — 7

Noes
Read
Fisk — 2

NEW YORK 26 *January* 1799.

Society met in city Hall
Present

Br. Gibbons President
pro tem—
Fisk Secy

Br. Ely Treasurer
B. Romaine
J. Romaine

Br. Mead
Coffin

The 16-17-& 18th articles of the bye Laws were read by Br. Secy—
The Question "Are large Communities happier than small ones?" was
taken up considered and decided as follows —

Ayes
Br. B. Romaine

Noes
Coffin
Fisk
Ely.
Mead
J. Romaine

On motion

Resolved

That the treasurer call on Delinquent members and request the amount of their dues —

Question proposed by Br Ely, Is that article of the constitution of this State which prohibits Clergymen from holding any civil office founded in sound policy —

NEW YORK 2nd February 1799.

Society met in city Hall
Present

Br. Wood Presdt.	Br. Ely Treasurer	Br. Campbell
Gibbons Vice Do.	B. Romaine	Mead
Fisk Secry	Coffin	

The 19-20-& 21 articles of the Bye Laws were read by Br. Mead—
A communication was read by Br. B. Romaine — on intellectual disparity — Voted the Thanks of the Society be given Br. Romaine for his communication — A book was presented the Society by Enos Weed which was refered to a Committee by Br. J. Fisk

B. Romaine }
J. Coffin }

Adjourned

NEW YORK 9 February 1799.

Society met in city hall.
Present

Br. Wood Presdt.	Br. Ely Treasurer	Br. Latham
Gibbons V. Do.	B. Romaine	Mead
Fisk Secry	Coffin	

The 22nd Article of the bye Laws, the preamble of the Constitution, and 1st Article, were read by Br. B. Romaine — The Committee appointed to examine Br. Gibbons Arithmetic, reported — which was accepted —

The Question proposed at a former evening by B. Ely was taken up considered and decided as follows —

Ayes	Noes
Mead	Coffin
Ely	Latham
Romaine	Fisk —
Gibbons —	

Report

The committee to whom was refered Dilworths Assistant revised by James Gibbons Teacher in the city of New York report that the additions and applications of the Federal money under said assistant

preferable to Any Edition of the Same Book now extant, and would recommend it to those who formerly used said Assistant as a school book—

NEW YORK 9 Febry 1799.

B. ROMAINÉ
JOHN COFFIN } Committee
J. FISK

NEW YORK 23rd Feb. 1799.

being election night.

The Society met in City Hall

Present

Mr Wood President	Mr Ely Treasurer	Mr Campbell
— Gibbons V. Do.	— J. Romaine	— Smith
— Fisk Secretary	— B. Romaine	— Frazer

Ordinary business was disposed of.

The Treasurer reported that he had in his hands

Dolls	Cents
26	96.

The Society proceeded to the choice of Officers and the following persons were duly elected.

Mr. Jno. Campbell President
Jno Coffin V. President
Andw Smith Secretary
Donald Frazer Treasurer
Jacob Romaine Steward

On motion,

Resolved

That this Society purchase a Ticket in the State road lottery out of the funds of this Society and that the proceeds be appropriated to the funds of the Society

Adjourned.

NEW YORK 2nd March 1799

The Society met in City Hall

Present

Mr Wood President	J. Romaine	Mr N. Mead
Ely Treasurer	Jno. Campbell	Andw Smith
Mr B. Romaine	D. Frazer	

The 2nd, 3rd, & 4th Articles of the Constitution were read by J. Romaine.

The officers being installed the President delivered a suitable address to the Society.— On motion of Mr. B. Romaine the thanks of the Society were returned to the President for his handsome address and he was requested to deliver a correct copy of it to the society to be inserted in the book provided for that purpose.

Resolved

That Mr. Wood be permitted to take the book of addresses in order to insert the address which he delivered to the Society when he entered on the office of President

Resolved

That the Society go into a Committee of Amusement

Adjourned.

NEW YORK 16th March 1799

Society met in Federal Hall
Present

Mr Campbell President Mr Romaine Steward Mr Mead
— Smith Secretary — Coffin — Wood
— Frazer Treasurer

The 5th, 6th, & 7th articles of the Constitution were read by Mr Wood

Resolved

That the Committee appointed for preparing the plan of a Certificate for this Society be requested to make their report at next meeting.

Resolved

That it shall be the duty of the Treasurer to call upon the members of this Society for their monthly dues the last Saturday of every month & that this shall be the 6th article in the order of business.

Mr Ely proposed Mr Jonathan Fisk as an honorary member of this Society.

The Treasurer laid before the society a Ticket in the New York State road lottery No. 24859 purchased by him for the benefit of the Society.

Mr Wood returned the book of Addresses to the Society.

Adjourned.

NEW YORK 23rd March 1799

Society met in Federal Hall
Present

Mr Campbell President Mr Ely Mr J. Romaine
Coffin V. President B. Romaine Jno. Brown
Mead Wood

Jonathan Fisk was balloted for and admitted as an honorary member of this Society.

The 8th, 9th, and 10th Articles of the Constitution were read by Mr. Coffin.

Mr Ely appointed on the Committee of the 2nd of last february instead of Mr Fisk to examine a book of Mr. Weed.

Brother Wood proposed a Communication from a Magazine to the Society which was read by Mr Coffin and approved of.

NEW YORK 30th March 1799

The Society met in Federal Hall.
Present

Mr Coffin Vice President Mr Frazer Treasurer Mr B. Romaine
— Smith Secretary — Rudd — Fisk
— J. Romaine Steward

Mr James Main was proposed as a member of this society by the secretary, who deposited one dollar as his initiation fee.

The 11th. 12th & 13th Articles of the Constitution were read by Mr Fisk.

Mr Wood from the Committee appointed for preparing the plan of a certificate for the society reported: that he had called upon three Engravers, to enquire the expence of engraving the plate the first of whom demanded from one hundred to a hundred & twenty dollars, the 2nd demanded ninety, and the 3rd from fifty to sixty dollars.

On motion resolved that the business respecting the certificate for the Society, be postponed for future consideration.

Mr Wood presented to the society specimens of penmanship by two of his scholars, which were approved of.

Adjourned.

NEW YORK 6th April 1799

The Society met in Federal Hall

Present

Mr Campbell President	Mr B. Romaine	Mr Mead
— Smith Secretary	— Wood	— Mack
— J. Romaine Steward	— Coffin	

Mr James Main was ballotted for and unanimously admitted.

The 14th 15th & 16th Articles of the Constitution were read by Mr Mack.

On motion resolved that the 6th & 7th questions proposed for discussion be postponed till next meeting.

Adjourned.

NEW YORK 13th April 1799

The Society met in City Hall

Present

Mr Campbell President	Mr Fisk Secy. pro tem.	Mr Mead
— Coffin V. Do.	— Wood	— J. Romaine Steward
— Frazer Treasurer		

The 17th 18th & 19th Articles of the constitution were read by Mr. Mead.

The 6th Question in the Catalogue was taken up and decided unanimously in the affirmative.

Adjourned.

NEW YORK 4th Jany 1800

Society met in Federal Hall

Present —

President	Treasurer	Ely
Vice President	Steward	& Mead.
Secretary	B. Romaine	

On motion agreed that reading three articles of the Constitution be dispensed with for the present evening.

Resolved that Mr. Scate's quarterly salary be paid by the Treasurer, and also an account of Mrs. Greenleafs paid her by the secretary, for inserting a notice in the Argus, amount six shillings & six pence.

Moved. That the word seven in the 19th article of the Constitution be erased, & the word five inserted in its stead.

Resolved that three tickets in the State road lottery No 2 be purchased from the funds of the Society.

Resolved that the Treasurer is authorized to purchase the above three tickets, & produce them to the Society at their meeting on the 25th inst.

Resolved that all the members of this society who do not discharge their dues, on or before the first Saturday in May next; will by such neglect, forfeit all claims of membership in this Society.

Resolved that the secretary notify the members of the above resolution, who live in the City.

Adjourned.

25th Jany. 1800.

City Hall

Society met in Federal Hall

Present

Mr. Campbell President Mr. Smith Secry.

" Coffin V. Pres. " Ely

" Frazer Treasurer

Mr. Mead

" J. Romaine, Steward

Resolved, that reading three articles of the Constitution be dispensed with for the present evening.

The Treasurer reported that agreeable to order, he had purchased three Tickets in New York State lottery No. 2 in behalf of this Society. No's as follows viz 1st. 23136, 2nd 21041 3rd. 6609.

Resolved, that the word seven in the 19th. article of the Constitution be erased, and the word five inserted in its place.

Adjourned.

15th Feb. 1800

City Hall

Society met in Federal Hall

Present

Mr. Coffin Vice President

— Frazer Treasurer

— Ely

Mr. J. Romaine Steward

— Mead

— Smith Secretary

Mr. Ely proposed Mr. Judah Hammond as a member of this society seconded by the Vice-President. Mr. Ely deposited one dollar for his initiation fee.

Resolved, that the discussion of questions for the present evening be postponed.

Adjourned.

N YORK March, 1st 1800

Society met in Federal Hall

Present

V. President

Secretary

Treasurer

Steward

Messrs Ely

Messrs B. Romaine

Mead

Mr Judah Hammond was balloted for and unanimously elected a member of the Society.

On motion resolved that the ordinary business of the Society be dispensed with.

The Secretary presented a Bill for advertising a meeting of the Society — which was paid by the Treas.

The Treas. made a report on the state of the Funds, by which it appears that there is a balance in his hands of thirty two dollars & one cent.

The Society proceed to ballot for officers for the ensuing year when the following Gentlemen were duly elected.

John Coffin, President
 Andrew Smith Vc President
 Nathl. Mead Secretary
 Gad Ely Treasurer
 Jacob Romaine Steward

Adjourned.

N YORK *March 8th*, 1800.

Society met in Federal Hall

Present

President

Treasurer

Messrs. Campbell

V. President

Steward

Frazer

Secretary

Messrs. Romaine

Mr. Judah Hammond was initiated into the Society and subscribed his name to the constitution.

On motion

Resolved

That the ordinary business of the society be dispensed with for the present Evening. The officers being installed — the Treasurer's book with the cash which amounted to 31 Dol. $\frac{75}{100}$ was transfered into the hands of the Treasurer elect, together with three tickets in the N York State Road Lottery No 2 agreeable to the purchase.

On motion of Brother Campbell —

Resolved

That the Pres. elect whose apology for not delivering an address at his installation was excepted be desired to deliver an Address on the the last saturday of the present month.

Adjourned.

N. YORK *March 22d* 1800.

Society met in Federal Hall.

Present

President

Secretary

Steward

V. President

Treasurer

The 20th. and 21st. Articles of the Constitution were read by Brother J. Romaine.

A Bill was presented to the Society by Mr. Skaats, which amounted to 3 Dol. $\frac{6}{100}$ for services rendered — ordered to be paid —

Adjourned.

N. YORK *April 19th*. 1800.

Meeting of the Society in Fed. Hall.

Present — Mr. President, Secr'y, Steward, Messrs. D. Frazer, Hammond —

On motion

Resolved

That reading 3 Articles of the Constitution and discussion of Questions should be dispensed with for the present evening.

Adjourned.

N. YORK *May 3d 1800.*

Meeting of the Society in Fed. Hall
Present

Mr. President
Secretary

Mr. Treasurer
Steward

Messrs. Campbell
—— Hammond

On motion, reading 3 articles of the constitution was dispensed with for the present evening.

The Treasurer reported the state of the funds which amounted to 30 Dol. 31½ cents together with 3 tickets in N. York State Road Lottery No. 2.

On motion,

Resolved

That the Treasurer be authorized to purchase another ticket in the N. York State Road Lottery No. 2.

Discussion of question, on motion, was postponed.

Adjourned.

N. YORK *May 10th 1800*

Society met in Fed. Hall.
Present.

President
V. President

Secretary
Steward

Messrs. J. Campbell
J. Hammond

On motion reading 3 Ar. of the Constitution was dispensed with for the present Evening.

Mr. Frazer presented the Society, for their approbation, a work in two volumes — Entitled "The Columbian Exercise — By Abner Alden, A. M.—

On motion resolved, that poetical compositions presented to the Society, should be read by the member who should present them

Mr. J. Hammond presented the Society a paraphrase on part of the 3d chap of Habakkuk.

Resolved, on motion that it be inserted in the book provided for that purpose.

On motion resolved that the Treasr. be requested to report, next meeting, those who shall be considered as members of the Society.

On motion resolved that should the tickets of the Society, in the State Road Lottery No. 2 prove successful the surplus of fifty dol. be divided among the members.

On motion resolved that the Tr. be authorized to purchase another ticket in the State Road Lottery No. 2.

Adjourned.

N. YORK *May 31st 1800*

Meeting of Society in Federal Hall.

Present

President

Secretary

Steward

V. President

Treasurer

On motion resolved that the Treasurer's report be inserted in the minutes of the Society.

TREASURER'S REPORT.

"In conformity to the orders of the Society which the Treasurer received by the Secry, he has purchased another ticket in the State Road Lottery No 2 the number of the ticket is 10,212—the five numbers are registered with Mr. Hardie No 16 John St—for examination.

The Treasurer reports that according to a resolve of the Society some time last winter the Society consists of only the following persons—viz. John Coffin, Andrew Smith, Nathl Mead, Gad Ely, Jacob Romaine, Benjamin Romaine, John Campbell, Donald Frazer, Judah Hammond and James Liddel, and that all others who have signed the constitution have withdrawn or are deceased, that the Trea. has given all in the City timely information of the resolve of the Society."

Signed

GAD ELY *Treasr.*

Reading 3 Ar. of the Constitution and discussion of questions, on motion, were postponed.

Adjourned.

N. YORK *July 5th. 1800.*

Society met in Fed. Hall.

Present

President

Treasurer

Messrs. B. Romaine

Secretary

Steward

—— J. Hammond.

On motion

Resolved,

That reading 3 Ar. of the Constitution and discussion of Ques. be dispensed with for the present evening.

On motion

Resolved,

That the Treasurer be authorized to purchase four Tickets in the *Lansingburgh and Waterford Nav. Lottery* for the good of the Society.

Mr. Skaits' Bill, which amounted to three Dollars $\frac{6}{100}$ for services rendered, passed the Society—ordered to be paid—

Adjourned.

N. YORK *Nov. 29th. 1800.*

Society met in Fed. Hall.

Present.

John Coffin Pres.

Jacob Romaine, Steward

Andrew Smith V. P.

Messrs. Benjamin Romaine

Gad Ely, Treasr.

—— John Campbell

The Preamble and 3 Ar. of the Constitution were read by Mr. Campbell.

The Treasr. reported that agreeably to a resolve of the Society he had purchased four Tickets in the Lansingburgh & Waterford Nav. Lottery Nos. 720 — 2062 — 2064, 717 and that he had received 6 Dols. 27½ cents in full of prize money in the New York State Road Lottery.
Adjourned.

NEW YORK Jan. 30th. 1801.

Meeting of the Society in Federal Hall.

Present

John Coffin President Nathl. Mead Secretary Mr. Donald Frazer
Gad Ely Treasurer Jacob Romaine Steward

On motion

Resolved

.That reading 3 ar. of the Constitution be dispensed with for the present evening.

The discussion of questions, on motion, was also postponed.

Adjourned.

NEW YORK, Feb. 28th. 1801.

Meeting of the Society in Federal Hall.

Present.

John Coffin President Gad Ely Treasurer Jacob Romaine Steward
Andrew Smith V. Presi- Nath'l Mead Secr'y
dent

This being the evening of *election*, reading 3 ar. of the Constitution and discussing of qu. on motion were postponed — Treasurer reported the state of fund by which it appears that their's a balance, in favor of thirteen Dols. $\frac{90}{100}$ —

Proceeded to ballot for officers for the ensuing year, when the following Gentlemen were elected

Andrew Smith President
Gad Ely V. President
John Coffin Secretary
Jacob Romaine Treasurer
Nath'l Mead. Steward

On motion

Adjourned

NEW YORK July 18th 1801 —

The society met in Federal Hall.

Members present

Messrs Andrew Smith President
John Coffin Secretary
Jacob Romaine Treasurer
D. Fraser —
John Campbell

Mr Elish Morril was proposed by Mr. Coffin and seconded by Mr Fraser. Mr. Aaron Ely was proposed by Mr Coffin and seconded by Mr Romaine.—

NEW YORK *the 28th Feby* 1801

Society met in Federal Hall

Prest.	{	President
		Treasurer
		Secretary
		Steward
		Mr. A. Smith

This being the evening of the Election, on motion resolved that the reading of the 3d article of the constitution be dispensed with for the present evening.——

The treasurer reported that there were in the funds thirteen Dollars and ninety cents ——

The society proceeded to ballot for officers for the ensuing year, when the following gentlemen were elected, viz ——

Andrew Smith President	J Romaine Treasurer
Gad Ely — V. President •	Nath'l Mead — Steward
John Coffin — Secretary	

Adjourned.

NEW YORK *1st Augt.* 1801

Society met in Federal Hall

Prest.

President	Secretary	Mr. J. Campbell
V. President	Steward	Mr. D. Fraser

The society proceeded to install the Gent. chosen on the 23d of Feby who having taken their respective oaths took their seats.——

Mr. Elisha Morrill and Mr. Aaron Ely were proposed by Messrs. J. Coffin and seconded by Mr. J. Campbell

Messrs P. Creyon and Thomas Wills were proposed by Mr. J. Romaine and seconded by Mr. A. Smith.

On motion, three articles of the constitution or bye laws were dispensed with for the present evening.——

A committee of three viz

J. Campbell
J. Coffin
J. Romaine

were appointed to take into consideration the following motion proposed by Mr. J. Campbell.

Resolved that a committee of three be appointed to revise the Constitution and such additional amendments as to them may appear proper, in order to procure a fund for the relief of Teachers of this society their widows and orphans in distress and report the same to the society for their consideration ——

Adjourned.——

NEW YORK *the 14th Nov.* 1801

Society met in Fed. Hall.

Present —

A. Smith President	J. Coffin Secretary	N. Mead Steward
G. Ely V. President	J. Romaine Treasurer	

The Society proceeded to business. Mr. Elisha Morrill was ballotted for and unanimously admitted as also Mr. Aaron Ely. Both attended and were initiated and took their seats as members. The three first articles of the constitution were read by the secretary.— Mr. Gad Ely who was elected Vice President at the annual election attended and was instaled by the President Mr. Smith. Mr. Mead mentioned that instead of Mr. John Campbell deceased, another person be put on the committee to revise the constitution, Accordingly the President was appointed.—

Adjourned

NEW YORK 5th Decemr. 1801

Society met in Fedl Hall
Present

Mr. John Coffin Secretary
Jacob Romaine Treasurer
N. Mead Steward

Messrs. A. Morrill
A. Ely

Mr. A. Morrell proposed Mr. John Wood to renew his connection with the Teachers Society. Seconded by Jacob Romaine — Mr. Flanagan was also proposed by Mr. A. Morrill, seconded by Mr. Romaine. Mr. John Fellows was proposed by Mr. John Coffin and was also seconded by Mr. Romaine.

The 4, 5 and 6th articles of the Constitution were read by Mr. A. Ely

Adjourned

NEW YORK the 19th Decemr. 1801.

Society met in Fed. Hall.
Prest.

A. Smith President J. Romaine Treasurer Mr A. Ely —
J. Coffin Secretary N. Mead — Steward

Mr. P. Creyon was duly admitted a member of the society paid one dollar as innitation fee and subscribed his name to the constitution and took his seat as a member of the society.

The Gentlemen proposed on the 5th Inst. viz Messrs Wood, Flanagan & Fellows were balloted for and admitted — Mr. Romaine proposed Mr. Cole as a member — seconded by Mr. Ely —

The 7, 8 and 9th Articles of the constitution were read by Mr. Mead.

The bill presented by Mr. Scates amounting to 5 dollars for services rendered the society to the 21st of november was read — passed the society, and ordered to be paid —

Adjourned.

NEW YORK the 23d, Jany 1802

Society met in Fed Hall —
Prest.

A. Smith President Messrs. C. Morrel A. Ely
J. Coffin Secretary P. Creyon

Motion made and seconded that the balloting of Mr Coles be postponed —

The 10th 11th and 12th articles of the Constitution were read by Mr. Morrill —

Mr. Wood having been balloted for has been addmitted a member on his paying one dollar innitiation fee

Adjourned,—

NEW YORK *Mar.* 6, 1802

Society met in Fed Hall

Present

A. Smith Prest

J. Romaine Treasr

P. Crayon

J. Coffin V. Prest

Messrs E. Morrill

The 13th 14th & 15th Ar of the Constitution were read by Mr. J. Romaine

Treasr reported the state of the funds by which it appears that there is now a bal in his hands of seventeen Dolls eighty three cents

Proceded to the election of Officers for the ensuing year which should have been done constitutionally on last saturday evening but not being a quorum then resolved to go into an election this night

The following Gentlemen were duly elected viz

Andrew Smith, President

Jacob Romaine, Treasurer

John Coffin, V President

Elisha Morrill, Steward

Patrick Crayon, secretary

Adjourned.

NEW YORK *Mar* 13, 1802

Society met in Fed Hall

Present

A Smith Prest

J Romaine Treasr

Messrs A. Ely

J Coffin V Pres

E. Morrill Stewd

D. Frazer

P Creyon Secry

On motion postponed the regular order of business and proceeded to the instalation of the Officers chosen the last evening who after being duly installed took their seats accordingly

Society, on motion, resolved itself into a committee of amusement.

Adjourned.

NEW YORK *May* 15, 1802

Society met in Fed Hall

Present

A Smith Prest

P Creyon Secry

E Morrill Steward

J Coffin V Prest

J Romaine Treasr

Proceeded to the regular order of business—

The 16th 17th & 18th Articles of the Constitution were read by Mr Smith —

Motion being made for adjournment—was agreed to and adjourned accordingly—

NEW YORK *June* 26, 1802.

Society met in Fed Hall

Present

A Smith Prest

N Mead Secry P T

E Morrill Steward

J Coffin V Prest

J. Romaine Treasr

Mr. Lewis G. Stanbrough was proposed by Mr. Coffin seconded by Mr J. Romaine. Mr J C Rudd was also proposed by Mr Coffin and seconded by Mr E Morrill

On motion —

Adjourned —

NEW YORK Nov 6, 1802

Society met in Fed Hall

Present

A Smith President	N Mead Secry P T	E Morrill Stewd
J Coffin V Prest	J Romaine Treasr	Mr A Ely

Messrs Lewis G Stranbrough and J. C. Rudd were balloted for and duly admitted.

Mr Coffin proposed Mr Walter Townsend to renew his connections with the Society by paying initiation fee only — seconded by Mr Mead and agreed to accordingly

Adjourned

NEW YORK November 20. 1802

At a meeting of the Society in the City Hall

Present

Mr President	Brother N Mead Secr pro. tem.
Vice President	D Fraser
Treasurer	A Ely
Steward	

Mr Walter Townsend attended to renew his Membership : paid his reinitiation Fee and took his seat

Thomas Wills being previously ballotted for was presented to the president, paid his fees of Initiation signed the Constitution and took his seat as a full Member.

The 1st 2nd and 3rd Art of the Constitution were read by Brother J Coffin.

Brother Morrill presented a demand against the Society for Fuel amounting to \$3 — which was passed.

Ordered that the Treasurer pay the same.

Mr. Bartholomew Skaats presented a demand against the Society for services rendered, amounting to \$2⁹⁷/₁₀₀ which was allowed.

Ordered. That the Treasurer pay the same.

The Secretary having left the city, and the office being vacant. The Society proceeded to elect a secretary for the remainder of the year, when upon examination of the ballots Brother N. Mead was declared duly elected.

Adjourned.

NEW YORK Novr. 27. 1802.

At a meeting of the Society held in the City Hall.

Present.

Mr. President	Mr. Steward	Brother A. Ely
Vice President	Secretary	Thos. Wills
Treasurer		

Messrs. John C. Rudd and Lewis G. Stanbrough (candidates for admission) having been previously ballotted for and paid their fees, were upon signing the Constitution initiated and took their seats as full Members. Mr. John Devereaux was proposed as a candidate by the Vice President and seconded by Brother Stanbrough.

The 4th. 5th. and 6th. Arts. of the Constitution were read by Brother A. Ely.

On motion

Resolved,

That the Treasurer be instructed to purchase out of the funds of the Society and for the use thereof Two Tickets in the Lottery No. 1 for the Encouragement of Literature.

Adjourned.

NEW YORK, *Decr.* 11, 1802.

At a meeting of the Society held in the City Hall.

Present.

Mr. President	Mr. Secretary	Brother A. Ely
Treasurer	Brother W. Townsend	L. G. Stanbrough

Mr. John Devereaux was ballotted for and duly admitted.

Two candidates were proposed, to wit

Mr. Bryant Sheys, proposed by brother Wills seconded by Br. Romaine

Mr. Jonathan W. Shaw by Brother Stanbrough seconded by Brother Romaine.

Mr. W. Shaw to be considered as an honorary Member —

Brother N. Mead read the 7th. 8th. and 9th articles of the Constitution.

Mr. Ryneir Skaats presented a Bill for sundry services, amounting to Five dollars and 3 Cents.

On the question, "Shall this Bill pass" it was carried in the affirmative. And the Treasurer was ordered to pay the same.

The Treasurer reported, "That agreeable to a resolve of last meeting, he had purchased Two Tickets viz. Nos. 353 and 23,589 in Lottery No. 1 for the Encouragement of Literature,"

Which report was accepted.

Adjourned.

NEW YORK *Febr.* 19, 1803.

Society met in City Hall
present

Mr. President	Brother E. Morril	Sec. A. Ely
Vice President	pro tem.	L. G. Stanbrough
Treasurer		

"Ballotted for Mr. Bryant Sheys, who was declared duly Elected a member.

"On motion of Mr. Coffin seconded by J. Romain.

Ordered that the Balloting for Mr. J. Shaw as an honorary Member be postponed.

Mr. Treasurer presented a demand from Bartholomew Skaats for one quarter attendance from Nov 13—1802 till Febr. 13—1803 amounting to \$3⁶/₁₀ which was approved and ordered to be paid.

Adjourned.

NEW YORK *Febr.* 26, 1803.

Society met in City Hall.

Present

A. Smith President	Romain Treasurer	L. G. Stanbrough
Coffin V. President	Morril Steward	J. Wood

The Secretary being absent L. G. Stanbrough was appointed Pro tem.

Mr. John Wood was unanimously readmitted, paid his fees and took his seat.

On motion ordered That This being the Evening of Election, the regular order of business be dispensed with this Evening.

The Treasurer made a report on the state of the funds, which was read and approved.

After reading the 1st. 2nd. 3rd. 4th. 5th. 6th. and 7 Articles of the Constitution, The Society proceeded to the Election of Officers for the ensuing year. When upon counting the ballots, the following Gentlemen were declared duly elected—

John Wood President	Aaron Ely Steward
Elish Morrill Vice President	Thos. Wills Secretary.
Jacob Romaine Treasurer	

Adjourned.

NEW YORK *March* 5, 1803

Society met in City Hall

Present

Mr A. Smith President	Mr T Wills Secretary
J Wood President Elect	J. C. Rudd
E Morrill Vice president Elect	L. G. Stanbrough
A Ely Steward	Sheys new member

After the Minutes of the last meeting were read,

Mr. Bryant Sheys, a Candidate ballotted for and admitted Febr 19 was Introduced to the president (Smith). Initiated, signed the Constitution and took his seat.

The following Gentlemen were then Installed in their respective offices, viz

John Wood President	Aaron Ely Steward
Elisha Morrill V President	Thos Wills Secretary
Jacob Romaine Treasurer	

Ordered That the Treasurer purchase a receipt Book, for the use of the Society

Adjourned

NEW YORK *March* 12 1803

Society met in City Hall

Present

J Wood President	Ely Steward	L G Stanbrough
Morrel V President	Wills Secretary	A Smith
Romaine Treasurer		

After reading the minutes of the last meeting. E Morrel informed the Society that M. Devereaux would attend for Initiation as soon as his health would permit

The Treasurer reported that agreeable to the Orders of last meeting he had expended fifty Cents in the purchase of a Receipt Book for the Society. Approved and Ordered to be paid

J Romaine read 13. 14. 15 Art. of the Constitution.

On Motion it was unanimously Resolved.

"That the President deliver the thanks of this Society to Brother A. Smith late president for his kind and faithful services in that office—"

T Wills gave notice "That he should on the next Evening of Meeting, bring forward a Resolution respecting the Establishment of a Library—

Mr A Smith coming in The President in an excellent address delivered the thanks of the Society to him agreeable to the foregoing resolution to which Mr Smith made a suitable and polite reply.

Adjourned.

NEW YORK *March* 19, 1803

Society met in City Hall

Present

J Wood Prest

Romaine Treasr

Wills Secy

E Morrel V Prest

Ely Steward

A Townsend

After reading the Minutes of last meeting. Mr. Townsend read the 16, 17 & 18 art of the Constitution—

The President presented a demand for 43½ Cents for repairs done to the Society's Chest.

Ordered That the Treasurer pay the same.

T Wills agreeable to notice given, brought forward the following Resolution which was unanimously Carried and Messrs Wood, Townsend and Smith were appointed as the Committee.

Resolved That a Committee consisting of 3 members be appointed to take the Tenth Article of the Constitution into consideration and report as speedily as possible, the best mode of carrying it into immediate effect.

The President presented a New Spelling published by Messrs A & A Stansbury, and Entitled "the American Orthographer; or, New Book of Spelling" Ordered that Messrs Coffin, Romaine & Wills be a Committee to examine said Work, and report their opinion thereof to the Society as soon as possible.

Adjourned.

NEW YORK *April 2nd* 1803

Society met in City Hall

J Wood President

A Ely Steward

B. Sheys

J Romaine Treasurer

T Wills Secy

After reading the minutes of last meeting The President proposed Mr John Bryson and Mr Alexander Doig as Candidates for Membership—and deposited their Initiation fees with the Treasurer—

The 19. 20 & 21 Art of Constitution were read by the President J Romaine from the Committee appointed to examine the "American Orthographer" reported as follows

NEW YORK 20th March 1803

"The committee appointed by the Associated Teachers of the City of New York to examine a new Spelling Book entitled "the American Orthographer" Report That having examined the said work, they do highly approve of the same" signed, John Coffin, J. Romaine, T. Wills

Committee

The further consideration of said Report was postponed till the next regular meeting

A. Ely reported. "That in obedience to the Society's request he had waited on Mr S. Rudd (respecting the Books presented to the Society by Mr Wood on the 15th of October 1796) who informed him that he had delivered them to his Successor in Office

Adjourned

NEW YORK April 9, 1803

Society met in City Hall

Present

J Wood Prest

A Ely Steward

J Coffin

E Morril V. Prest

T. Wills Secretary

Townsend

After reading the Minutes of last meeting. Mr John Bryson and Mr Alexander Doig. the Candidates proposed at last meeting were balloted for and unanimously admitted — The above Gentlemen were immediately introduced. Initiated signed the Constitution and took their seats —

Mr Doig proposed Mr Edward Hodson as a Candidate for Membership & deposited the Initiation fee, secd by J Coffin

Mr Townsend proposed Thomas D Madan as a Candidate for Membership and deposited the Initiation fee — secd by J Coffin

T Wills read the 1, 2 and 3rd Articles of the Bye Laws —

The Report of the Committee on "The American Orthographer was read, and approved by the Society

Adjourned

NEW YORK April 16, 1803

Society met in City Hall

Present

J Wood President

Mess Smith

Mess Doig

J Romaine Treasurer

Townsend

Bryson

A Ely Steward & Secy pro tem

After reading the minutes of the preceding meeting Messrs Edw Hodson and Thos. D Madan, Candidates proposed at last meeting were ballotted for and duly admitted

Mr President proposed the following Candidates for Membership and deposited their Initiation Fees viz. Messrs John Read, James Read, James Kay & William M. Tinlay Seconded by Mr Smith

Mr President proposed Mr Abraham Ogier Stansbury, for admission as an honorary Member of this Society, Seconded by Mr Townsend

The 4th, 5th, and 6 art of the Constitution were read by Mr Bryson
On motion

Ordered. That a Copy of the Report of the Committee appointed to examine the American Orthographer" be presented to the publishers thereof—

Adjourned—

NEW YORK April 23, 1803

Society met in City Hill
Present

J Wood President	T Wills Secretary	Messrs J Coffin
E Morrel V President	Messrs B Sheys	A Smith
A Ely Steward	J Bryson	A Doig
J Romaine Treasurer		

After reading the minutes of the last meeting, The following Candidates proposed at the last meeting were ballotted for severally and unanimously admitted viz. John Read, James Read, James Kay & William Tinlay

On Motion *Resolved* That the Balloting for Mr J Shaw and Mr Abraham O Stansbury be postponed till next meeting

Mr Coffin read the 7, 8 & 9th Articles of the Constitution

On motion of J Romaine, Seconded by J Bryson

"That the Evening of Meeting during the Summer Season be altered."

Ordered That the said motion be taken into Consideration next Saturday Evening

Adjourned

NEW YORK April 30, 1803

Society met in City Hall
President

Mr J Wood President	T Wills Secretary	J Bryson
E Morril V President	A Smith	A Doig
A Ely Steward	D Fraser	B Sheys
J Romaine Treasurer	J Coffin	J C Rudd

The Minutes of last Meeting were read.

On Motion

resolved

That the Balloting for Mr Shaw be postponed for want of Information.

Mr Abraham D Stansbury was balloted for and unanimously elected an honorary member of this Society.

Mr J Coffin proposed Mr. Malatiah Nash as a Candidate for Membership.

Mr. Doig read the 10, 11 and 12 Art of the Constitution—

The Committee on the Library reported progress and requested leave to sit again which was granted—

On Motion of Mr Vice President seconded by Mr Doig—"That an Orator be appointed to deliver an Oration on the ensuing anniversary." It was Carried in the Negative

Mr Romaine's motion of last Evening was called up, when it was
Resolved unanimously
 That during the Summer Season The Society will meet every
 Friday Evening at 7 oClock instead of Saturday Evening —
 Adjourned.

NEW YORK *Friday May 6, 1803*

Society met in City Hall
 Present

Mr J Wood President
 J Romaine Treasurer
 T Wills Secretary

Mr W Townsend
 J Bryson
 A Doig

Messrs Edward Hodgson, Wm M Tinlay and Thos. D Madan, Members Elect attended and being introduced to the President were Initiated, when they signed the Constitution and took their seats.

Mr Malatiah Nash was ballotted for and unanimously Elected.

Mr W Townsend proposed Mr Jacob Kitchel as a Candidate for Membership.

Mr Tinlay read the 13, 14 and 15 articles of the Constitution

Mr. Townsend from the Committee on the Library presented a report to the Society in the following words to wit

"The Committee appointed to report, on the means of Establishing a Library, are of opinion, that the design of their appointment will be best answered by the following means, to wit

1st That each Member of the Society, will use his utmost exertions to procure donations for the Library.

2 That each Member of the Society, within two weeks, pay into the hands of the Treasurer, One Dollar to be appropriated to the sole purpose of procuring Books for the Library; And that each Person hereafter becoming a member shall on his Initiation pay One dollar for the above purpose.

3 That each Member shall hereafter pay Twelve & a half Cents per month for the above purpose"

By Order of the Committee

NEW YORK. *May 6, 1803*

JOHN WOOD

The report having been read, the Society proceeded to consider the same.

On the question, "Will the Society agree to the first article of the report. viz "That each member of the Society will use his utmost exertions to procure donations for the Library."

It was unanimously carried in the affirmative. On the question "Will the Society agree to the Second article of the report viz. That each member of the Society will within Two Weeks pay into the hands of the Treasurer. One Dollar, to be appropriated to the sole purpose of procuring Books for the Library; And that each person hereafter becoming a member, shall on his Initiation pay One Dollar for the above purpose."

It was unanimously carried in the affirmative — On the question "Will the Society agree to the third Article of the report. viz. That each member shall hereafter pay 12½ Cents per Month for the above purpose"

It was unanimously carried in the affirmative.

Whereupon Resolved Unanimously —

That the Society approve of the above report and will carry the same into effect —

Mr Wood (the President) with an appropriate address presented the following Books as a donation to the Library For which the thanks of the Society (Mr Townsend in the Chair) were returned him—

Viz	Edgeworth on Education	2 Vols	8 00
	Morrise's Art of Teaching		8 00
	Parr on Education		4 00

Each Member present paid the Treasurer One Dollar agreeable to the second article of the report.

Resolved unanimously That a Committee consisting of Messrs Wood. Townsend and Wills be appointed for the purpose of selecting Books for the Library.

Resolved unanimously That the Library, be (for the present) kept at the house of Mr. John Wood.

Resolved unanimously That the Secretary furnish Mr. Longworth with a List of the Officers of this Society and request its Insertion in the New York Directory — And that he cause an advertisement to be inserted in the "daily advertiser" notifying the members of the Alteration in the Evening of Meeting.

Adjourned.

FRIDAY, May 13. 1803.

Society met in City Hall

Present

Mr Wood President	Mr Stansbrough	Mr Madan
Morrel V President	Rudd	Sheys
Romaine Treasurer	Tinlay	James Reed } new members
Ely Steward	Townsend	Kay }
Wills Secretary	Doig	A O Stansbury hon Mem
Coffin	Bryson	

After reading the Minutes of last Evening — Messrs James Read and James Kay, also Abraham Ogier Stansbury, (hon Mem) were Introduced to the President, signed the Constitution and took their Seats —

Mr Jacob Kitchel was ballotted for and being duly Elected was Introduced to the President, signed the Constitution and took his seat

Mr Jonathan W Shaw was ballotted for and unanimously admitted an honorary Member —

Mr Townsend, from the Committee appointed to select Books for the Library, presented the following Report, viz.

The Committee appointed to Select Books for the Library beg leave respectfully to report, in part

That they have purchased the following Books for the Library, viz	
Rees. Encyclopedia. (London Edition) 2 pts	4 00
Salmons Gymnastics	1 vol 8 00
Hamiltons Letters	2 vol 8 00

They wish to inform the Society that the Encyclopedia will be regularly continued

By order of the Committee

T WILLS

Mr Wills presented as a donation to the Library 'Knoss Essays on Education' for which the thanks of the Society were presented him

Mr President presented for the same purpose, a Volume of Pamphlets on Education.

Mr A O Stansbury presented a Copy of the American Orthographer for the same purpose.

The 16, 17 & 18 Articles of the Constitution were read by Mr Kay.

Mr Coffin Moved.

"That so much of the Minutes of the last Meeting as refers to the Library be rescinded."

The motion being seconded by Mr Morrel was discussed by the Society and passed in the Negative —

Adjourned —

FRIDAY May 20. 1803

Society met in City Hall.

Present

Mr Morril Vice President Mr Fraser

Romaine Treasurer

Ely Steward

Will Secretary

Stansbrough

Jas. Read

James Kay

A Doig

J C Rudd

Mr T D Madan

Wm M Tinlay

J. Bryson

M Nash (new member).

Mr Vice President in the Chair —

After reading the minutes of last Meeting. Mr Malatiah Nash was duly initiated, paid his fees and took his seat as a full Member

Mr James Hardie, was proposed by Mr James Kay, and seconded by Mr Coffin as desirous of renewing his membership

Mr John Moir was also proposed as a Candidate by Mr James Kay and seconded by Mr Doig —

Mr Madan read the 19. 20 and 21 articles of the Constitution

The Secretary reported that he had complied with the orders of the Society of the 6 Inst.

Mr Coffin made a very Interesting Communication on the subject of Corporeal Punishments in Schools, which was highly approved —

Mr Coffin also made a communication on the nature of prosecutions for the recovery of Teachers Bills.

Mr Wm. M. Tinlay presented as a Donation to the Library "Adams Astronomical and Geographical Essays" 1 vol 8.00 for which the thanks of the Society were presented him.

Adjourned.

FRIDAY May 27, 1803

Society met in City Hall

Present

Mr Wood President

Morril V President

Romaine Treasurer

Ely Steward

Rudd Secretary Pro Tem

Mr Townsend

J. Kitchell

Read

Tinlay

Mr Doig

Bryson

Coffin

Kay

After reading the Minutes of last evening Mr Hardie and Mr Moir were severally ballotted for and unanimously admitted

On Motion — The Bye Laws were read by J C Rudd for the information of Members.

On Motion of Mr. Coffin seconded by Mr Read. it was Resolved Unanimously

That the word "Seven" in the 2nd article of the Bye Laws be erased ; and the word "Five" inserted in Lieu thereof, to correspond with the 19th article of the Constitution — on motion of Mr Coffin seconded by —

Voted That the Society abide by the Constitution and bye laws.
Adjourned.

NEW YORK *June 3. 1803.*

Society met in City Hall
Present

Mr Wood President	Mr D Fraser	Mr L G Stansbrough
Morril Vice President	J Read	J Kay
Romaine Treasurer	J Bryson	T D Madan
Wills Secretary	Alex. Doig	John Moir new member
Ely Steward	Wm M. Tinlay	Malt. Nash
J Coffin	J C Rudd	

The Minutes of last Evening were read. Mr John Moir was duly Initiated and took his Seat.

The President proposed Mr Lewis Edson as a Candidate for membership, which was seconded by Mr J Romaine

Mr Secretary proposed Mr Peter McLean as a Candidate for membership seconded by Mr F. D. Madan

The Preamble and 3 first Articles of the Constitution where read by Mr Madan in behalf of Mr Moir

Mr James Read made some pertinent remarks on the difficulty attending Teachers from the departure of our citizens during the Sickly season

Mr William M. Finley made the following motion seconded by Mr. Doig —

That the proceedings of the society respecting the library be reconsidered on the next evening of meeting and that the secretary be directed to notify the absent members and request their attendance and also that their absence shall be considered as a tacit acknowledged of their Consent to the Measures taken by the Society.

After a lengthy and animated discussion It was carried in the affirmative as follows

Yeas 9 Nays 7

Adjourned

NEW YORK *June 10. 1803*

Society met in City Hall
Present

John Wood Prest	Mr Jacob Kitchel	Mr James Read
Elisha Morrel Vice Prest	Walter Townsend	James Kay
Jacob Romaine Treasurer	Thos D Madan	Edwd Hodgson
Thos Wills Secretary.	Alexr Doig	J C Rudd
Aaron Ely Steward	Donald Fraser	John Bryson
Lewis G. Stanbrough	Malt. Nash	Wm M Tinlay
Andrew Smith	John Moir	

After reading the minutes of last evening Mr Lewis Edson was balloted for and unanimously admitted

Mr Peter McLean was also balloted for and unanimously admitted.

Mr Benjamin C Stevenson was proposed by Mr T. D Madan seconded by Mr Coffin

ordered that the Order of Business be dispensed with for the present in order to take up the business of the Library

Pursuant to the order of the evening the following Question was taken into consideration to wit Are the proceedings of the society respecting the establishment of a library constitutional after a long and strenuous debate it was carried in the affirmative as follows yeas 10 noes 8

Adjourned.

NEW YORK *June 17. 1803*

Society met in City Hall

Present

Mr John Wood President	J Reid	Jno Moir
Morril V President	Alex Doig	Ja. Kay
Romaine Treasurer	L. G. Stanbrough	Lewis Edson new member
Ely Steward	J Bryson	W M Finlay

After Reading the Minutes Mr Lewis Edson was duly Initiated signed the Constitution and took his Seat.

Mr J Romaine read the 4th, 5th and 6th arts of the Constitution —

Resolved On Motion of Mr Tinlay

That the two last Articles of the Report made on the 6th ults by the Library Committee be repealed —

Mr James Reid Offered to deposit a quantity of Mathematical Instruments for the use of the Society, which offer was accepted and the thanks of the Society returned to Mr Read —

On Motion of Mr Tinlay

Resolved that Messrs J Coffin, Wm M Finlay and the Secretary be a Committee to form a Code of Library laws.

Adjourned

NEW YORK *July 8, 1803*

Society met in City Hall

Present

Mr John Wood Prest	Mr W M Finlay	Mr T D Madan
Morril V President	J. Coffin	L G Stanbrough
Wills Secy.		

After reading the Minutes of last meeting

Mr Nathaniel Holly was proposed for membership by Mr L G Stanbrough and seconded by Mr Morrel

Mr Wills read the 7th, 8th and 9th Articles of the Constitution

The Secretary from the Library Committee reported progress and asked leave to sit again — Granted.

The Secretary offered a Communication on the Subject of the Library which was read and laid on the Table —

Adjourned —

July 15, 1803

Society met in City Hall

Present

Mr John Wood President	Mr Ely Steward	Mr Bryson
Wills Secy	J Read	Moir
Romaine Treasurer	Doig	

After reading the minutes of last meeting

Mr President read the 10, 11 & 12th Arts of the Constitution Mr Wills presented a Report on the business of the Library, signed W M Tinlay, Thos Wills which was read and laid on the Table——

Ordered That in cases of Impeachment of Members. All Evidence shall be presented in writing to the society——

Ordered That Mr Treasurer be authorized to purchase a New Book for the keeping his Accounts——

An Acct. of \$14 $\frac{0.5}{1.00}$ for Book purchased for the Library was presented and passed

Ordered That the Treasurer pay the same

Adjourned.

July 22, 1803

Society met in City Hall

Present

Mr John Wood President	Mr Ely Steward	Mr J Kay
Morrel V President	J Reid	Jno Moir
Romaine Treasurer	Wm M Finlay	L G Stansbrough
Wills Secretary	A Doig	J Bryson

After reading the Minutes of last meeting Mr Nathaniel Holly was ballotted for and duly Elected a Member

Mr Doig read the 13, 14, 15th Arts of the Constitution.

The third article of the Bye Laws for the regulation of the Library was taken into consideration, Carried and the Blank filled up with "Five" dollars.

The fifth article was then taken up. Carried and agreed to fill the Blank with the word "Fifteen"——

Adjourned

July 29 1803

Society met in City Hall

Present

Mr T Wills Chairman	Mr W M Finlay	Mr J Moir
pro tem	J Bryson	L G Stansbrough
J Read	J Kay	A Ely Secy pro tem

Mr Moir presented the following Books as a donation to the Library viz Blair's Lectures 3 vols 8.00 and Duncan's Logic 1 vol 12mo for which the thanks of the Society were returned him by the Chairman.

Resolved

That a general meeting of the Teachers be called on the 6th of August at the Union Academy——

Ordered That the Secretary advertise the same in the public papers.

Adjourned

Augt. 5, 1803.

Society met in City Hall.

Present.

Mr John Wood President
Morrel V. President
Romaine Treasurer
Wills Secretary
Ely Steward

Mr J Coffin
J Reid
J Bryson
J Kay
D Fraser

Mr L G. Stansbrough
W M Finlay
J Moir
N Holly member
Elect

After reading the minutes of last meeting

Mr. Nathaniel Holly was duly Initiated, paid his fees and took his seat.

The Secretary presented a Demand against the Society for \$1²⁷/₁₀₀ paid for advertisements which was passed and paid.

Resolved

That this Society adjourn, to meet again at the City Hall upon the first Saturday Evening in November.

Adjourned.

Novr. 12, 1803.

Society Met in City Hall

Present

Mr Elisha Morril V. President
Wills Secretary
Ely Steward

Mr. John Moir
L G Stanbrough
A. Doig

The Vice President in the Chair.

This being the first meeting of the Society since the Epidemic.

The first seven Articles of the regular order of Business, was by a vote of the Society dispensed with. When The Secretary officially announced to the Society the death of Mr. John Wood late President and offered the following Resolution which being seconded by Mr. Ely was unanimously adopted — viz.

Resolved That an election be held at the next regular meeting of the Society — for a proper person to fill the office of President during the remainder of the year —

Ordered That the Secretary notify the members of the Election

On Motion ordered That Messuirs. Morrel, Ely and Wills be a committee to examine and report the state of the Library

Adjourned.

Novr. 18 1803

Society met in City Hall

Present

Thos. Wills Secy.
J. Romaine Treasurer
E. Morrel V. Presidt.

A Ely Steward
James Kay
James Read

Donald Fraser
John Bryson
Alexr. Doig

Ordered, That the usual routine of business be postponed for thirty minutes —

The Society then proceeded to Elect a President for the remainder of the Year when Mr. Andrew Smith was duly Elected — took the obligation of Office and was Inaugurated.

Mr. Bryson read the preamble to the Constitution.

Ordered That the Treasurer lay before the Society at their next regular meeting a Statement of the funds.

Ordered That every member having Books out of the Library return the same to the Society at their next meeting.

Resolved That Mr. Thomas Wills prepare and deliver an Oration before the Society at the next Anniversary

Adjourned

Novr. 26. 1803.

Society met in City Hall

Present

Mr. Smith President

A Ely Secretary

E. Morril V. President

Al. Doig

J. Romaine Treasurer

John Moir

After reading the minutes of last Evening Mr. Doig read the 1. 2. 3rd Articles of the Constitution.

The treasurer reported the State of the funds as follows

Cash in hand	\$19.19
Do Do of the Library	16.92
	<hr/>
Total	36.11

Resolved That the questions for discussion contained in the Book for that purpose be taken from the Book and revised

Which was immediately done and such questions as the Society thought proper for discussion were re-entered in the Book —

Adjourned

Decr. 10. 1803 —

Society met in City Hall

Present

Mr. E. Morril Prest.

Mr. Doig

Mr. Kay

Ely Steward

Moir

After reading the minutes of last meeting Mr Ely read the 4th. 5th. 6th Arts. of the Constitution

Adjourned.

Decr. 17, 1803

Society met in City Hall

Present

Mr A. Smith President Mr Wills Secretary

Mr Moir

E Morril V Prest.

A Ely Steward

Kay

Romaine Treasurer J Coffin

After reading the minutes of last Evening

Mr. Morrel read the 7. 8. 9 Arts. of the Constitution —

The Committee appointed on the 12th Ultimo reported progress and requested leave to sit again —

Granted.

A demand of Bartholomew Skaats for services rendered the Society to the amount of £1 .. 7 .. 6 was presented and passed the Society

Ordered That the Treasurer pay the same —

The Society then proceeded to discuss the following Question
 "Does Virtue arise merely from the Constitution of our Nature or
 from Instruction and Habit?"

On the Question

In favor of the Constitution

Wills

Moir

Ely

Romaine — 4

of Instruction &c

Morrel

Coffin

Kay — 3

Decr. 24, 1803

Society met in City Hall

Present

Mr. Andrew Smith Prest. Mr. Madan
 Wills Secy. Reid

Mr. Kay

After reading the minutes of last meeting Mr. Madan read the 10th
 11th & 12th Arts. of the Constitution.

The President presented a Ms. Copy of a book translated from the
 German by Charles Smith entitled "Elementary or Fundamental
 Principles of Natural History &c by the Revd DD I Burkhard" for
 the Society's examination and patronage

Ordered That the said Work be referred to James Read, James Kay
 and John Moir as a Committee to examine the same and report
 thereon —

The Society then proceeded to discuss the following question
 "Does Wealth to the Indigent or power to the wealthy create the
 most ambition?"

After investigation the Question was determined as follows

That Wealth to the Indigent creates the most Ambition
 That power to the Wealthy creates the most

Mr Moir

Reid

Wills — 3

Mr. Madan — 1

Mr. James Reid proposed the following Question, which was
 approved and entered "Whether a Savage or Civilized life is most
 congenial to human happiness?"

Ordered That the next question in Order for discussion, to wit,
 "Which is most injurious to society, Prodigality or Avarice" be
 taken into consideration next Saturday Evening.

Adjourned.

Jan'y 7, 1804

Society met in City Hall

Present

Mr A. Smith President

Kay

J Romaine Secy. pro tem

Mr. Moir

Reid

After reading the minutes of last meeting — Mr Moir read the
 13th. 14 & 15 Arts. of the Constitution.

The Committee appointed to examine the Ms. translated by Chas. Smith, report

"That they have examined said Work and highly approve of the same"

Whereupon Resolved That the Society accept the above report and request the President to form a recommendation agreeable to the report of the Committee and deliver it to the translator.

Adjourned.

Feby 4, 1804

Society met in City Hall

Present

Mr A Smith President	Mr Coffin	Mr Kay
Ely Steward	Reid	Moir

After reading the minutes of last Evening, Mr. Reid read the 16, 17 and 18 Articles of the Constitution —

The Society then proceeded to discuss the following Question, viz. "Which is most injurious to Society, Prodigality or Avarice"?

And decided as follows

Prodigality	Avarice
Mr Coffin	Kay 1
Reid	
Ely 3	

Ordered that the next question in order for discussion, to wit, "Propensities whether good or Evil, are they inherent and coexistent with the Mind or have they instruction and examples for their Origin"? be discussed the next evening of meeting.

Adjourned

Feby. 11, 1804

Society met in City Hall

Present

Mr A Smith President	Mr Romaine Treasurer	Mr Moir
Morrel V. President	A Ely Steward	I Kay

After reading the minutes of last evening

Mr Romaine read the 19. 20 & 21 Articles of the Constitution.

The discussion of the Question for this Evening was postponed

Adjourned

Feby. 18, 1804

Society met in City Hall

Present

Mr. A. Smith President	Mr. Ely Steward
Morrel V President	Moir
Romaine Treasurer	Stansbrough Sec. pro tem

After reading the minutes of last evening

Mr Smith read the last and two first Articles of the Constitution

The Committee on Library Business reported That having waited on Mrs. Wood in order to ascertain what books were in her possession

belonging to the Library — they cannot find any in her possession having any mark of the Society. —

The report was accepted and leave given them to sit again —

Resolved that what remains of the money, lodged in the Treasurer's hands for the purpose of purchasing Books for the Library be refunded to the individual Donors, in proportion to their respective donations — and that the Books presented and in possession of the Society be returned to the original Donors on their application to the Society for that purpose.

Adjourned

Feby 25. 1804

Society met in City Hall
Present

Mr. A Smith President	Mr. Kay	Mr. Reid
Morrill V. President	Doig	Madan
Romaine Treasurer	L. G. Stanbrough	Moir
Wills Secretary	D Fraser	Bryson
Ely Steward	Coffin	

This being the Evening for the annual Election of officers

Ordered That the regular order of business be dispensed with and that the Society proceed to the Election of Officers for the ensuing year.

Upon counting the Ballots, the following Gentlemen were declared duly elected. viz.

Mr John Coffin President	Mr Aaron Ely, Secretary
John Moir Vice President	Alexr. Doig, Steward
Jacob Romaine Treasurer	

A Demand of Mr. B. Skaats amounting to \$3 — was passed and Ordered to be paid —

Mr. Morrel informed the Society that having relinquished the Practice of Teaching he requests to be considered an honorary member — Which was granted.

Adjourned.

WILLS Secretary.

March 3rd 1804

Society met in City Hall
Present

Mr. Smith Pres	Mr. Townsend	Mr. Stansbrough
Morrell V. P.	Coffin	Doig
Romaine Treasurer	Read	Kay
Ely St	Madan	Moir
Fraser		

The Society proceeded to the Installation of the Officers for the ensuing. After which Resolved that the thanks of the Society be presented to Mr Andrew Smith for his kind attention during his Presidency.

Society met in City Hall
Present

March 10, 1804

Mr. Coffin Pres.	Mr. Doig St.	Mr. Read
Moir V. P.	Smith	Stansbrough
Ely Sec.	Medan	Kay
Romaine Tr.		

Proceeded to business

Mr. Coffin read the 3rd. 4 & 5th articles of the Constitution.

Mr. A. Smith was appointed on the Committee instead of Mr. Morrill, who has left the Society. The Treasurer presented a bill to the Society of Mr. Skates amounting

March 3rd. 1804.

Society met in City Hall
Present

Mr Smith Presd.	Mr Townsend	Mr Doig
Morril V. Presd.	Kay	Read
Wills Sec.	Coffin	Moir
Romain Treas.	Madan	Stansbrough
Ely Stew.		

After reading the minutes of the preceding evening the Society proceeded to the Instalation of Officers for the ensuing year.

Resolved

That the thanks of the Society be presented to Mr. Andrew Smith for his services during his Presidency

Adjourned

March 10, 1804

Society met in City Hall
Present

Mr Coffin Pres	Mr Doig St.	Mr. Stanbrough
Moir V. Presd.	Smith	Coffin
Ely Sec	Medan	Kay
Romaine Treas.	Read	

Proceeded to business

Read the 3rd. 4th. and 5 Articles of the Constitution

A motion was made and carried that a person be appointed on the Committee to collect the books belonging to the Society. Mr. A. Smith was accordingly appointed.

The Treasurer presented a bill to the Society from Mr. Skates dated Feb. 24. which passed the Society for payment.

Mr. Smith made motion which was carried that the Steward put a new lock on the Desk belonging to the Society.

Adjourned

March 17, 1804.

Society met in City Hall
Present

Mr. Coffin Pres.	Mr. Ely Sec.	Mr. Kay
Moir V. Pres.	Smith	

Proceeded to Business

Mr. Doig read the 6th. 7th and 8th. Articles of the Constitution.

Mr. Doig presented a bill to the society for repairing their desk amounting to \$1.12½ which was ordered to be paid —

A motion was made and carried that the Society give out no Books till they have a full report from the Committee. The question for discussion this evening being argued, the Society were of opinion that we have mental properties both natural and acquired.

The question for the next evening's discussion, is the 5 in rotation
Adjourned

March 24th. 1804

Society met in City Hall

Present

Mr Coffin Presd.

Mr Doig Stew.

Mr Kay

Moir V. Presd.

Wills

Read

Ely Sec.

Proceeded to business

Mr Coffin proposed Mr John Keys as a member to this Society, seconded by Mr Ely. the 9th. 10th and 11th Articles of the Constitution were read by Mr Ely. The question for this evenings discussion was postponed till the next.

March 31st 1804

Society met at City Hall

Present

Mr. Coffin Pres.

Mr. Doig Stew.

Mr. Kay

Moir V. Pres.

Wills

Read

Ely Sec.

Proceeded to business

The Society balloted for Mr. Keys who was unanimously admitted as a member. Mr Coffin proposed Mr Alber Picket as a member of the Society. Mr. Kay read the 12th. 13th. and 14 Articles of the Constitution.

The Committee made a full report concerning the Library

The question for this evenings discustion was postponed for the next evening

Adjourned

April 7th, 1804

Society met in City Hall

Present

Mr. Coffin Presd.

Mr. Ely Sec.

Mr. Kay

Moir V. Presd.

Doig Stew.

Read

Proceeded to business.

Mr. Keys read the 15th. 16th. and 17 articles of the Constitution after being Initiated. After which the Society proceeded to balloting for Mr. Picket, who was unanimously admitted. Mr. Coffin propos'd to the acceptance of the Society Mr. Samuel Moore. Mr. Doig

informed the Society that Mr. Bryson had left this Country, he is consequently no more a member of this Society.

The question for debate this evening, being discussed the Society were of the opinion that modesty is preferable to assurance.

Adjourned.

Society met in City Hall

April 14, 1804

Present

Mr Coffin Presd.

Mr Romaine Tre's.

Mr Kay

Moir V. Presd.

Doig Stewd.

Read

Ely Sec.

Keys

Madan

Proceeded to business.

After reading the minutes of the preceding evening Mr. Picket was initiated and took his seat as a member. The Society then balloted for Mr. Moore, who was unanimously admitted. Mr. Moir read the 18th. 19th. & 20th. Articles of the Constitution.

Adjourned.

Society met in City Hall.

April 8th. 1804

Present

Mr Coffin Presd.

Mr Ely Sec.

Mr. Read

Moir V. Presd.

Doig Stewd.

Kay

Proceeded to business.

Mr. Read read the 1st. 2nd and 4 Articles of the bye Laws. The question for discussion this evening was postponed till the next.

May 11, 1804

Society met in City Hall.

Present

Mr Coffin Presd.

Mr Ely Sec.

Mr Kay

Moir V. Presd.

Smith

Proceeded to business.

Mr. Smith read the 5th. 6th. and 7th. Articles of the Bye Laws

Adjourned.

June 1st. 1804

Society met in City Hall.

Present

Mr Coffin Pres'd.

Mr Ely Sec.

Mr Keys

Moir V. Presd.

Smith

Proceeded to business

Mr. Ely read the 11th. 12th and 13 Articles of the Bye Laws

Adjourned.

Dec. 29, 1804.

Society met in City Hall

Present

Mr. Coffin Pres'd.

Mr. Romain Treas.

Mr. Smith

Moir V. Presid.

Doig Stew.

Mr. Skates presented a bill to the society for candles and his services which was ordered to be paid.

Mr. Smith and Mr. Romain were appointed to wait on Mr. Skates respecting his services to the Society for the ensuing year, when he engaged to serve the Society that time for ten dollars. The Society to find coal and candles.

The Treasurer was directed to pay Mr. Doig Six Dollars to purchase half a Load of cole for the use of the society.

A motion was made and carried that Mr Smith and Romain draw six dollars from the Treasury of this Society and give the same to Mrs. Wood and Mr Madan who are represented as in indigent Circumstances.

Adjourned.

Jan. 12th. 1805

Society Met in City Hall

Present

Mr Coffin Presid.

Mr Romain Treas.

Mr. Wills

Moir V. Presid.

Doig Stew.

Smith

Ely Sec.

Mr Doig presented a bill to the Society \$1. 18 $\frac{1}{2}$ of which was unpaid. The Treasurer was ordered to pay the same.

A motion was made and carried that the monthly dues for the five months past be canceled.

Adjourned.

March 2nd 1805

Society met in City Hall

Present

Mr Coffin President

Mr Doig Stew.

Mr Keys

Moir V. Presid.

Smith

Sheys

Ely Sec.

This being the regular evening for the Annual Election for Officers for the ensuing year. The Society accordingly proceeded to balloting,

When Mr Smith was elected President Mr. Keys V. President Mr Coffin Treasurer Mr Doig Secretary and Mr Sheys Steward for the ensuing year.

Adjourned.

NEW YORK 9th March 1805.

Society met in City Hall.

Present

Messrs Andrew Smith Presdt.

Messrs John Coffin Treasurer

John Keys Vice prest.

Ely and Moir.

Alexr. Doig Secretary

This being the night appointed for the Installation of Officers of this Society; accordingly the following Gentlemen as chosen at last election, were installed into Office and took their Seats, Viz. Mr. Andrew Smith President, Mr. John Keys Vice President, Mr. Alexr. Doig Secretary, and Mr. John Coffin Treasr.

Adjourned.

NEW YORK 16th March 1805.

Society met — present,

Messrs. Coffin,
Reid,Messrs. Kay,
Moir,Messrs. Doig and
Stanbrough.

In absence of the President, Mr. Moir was chosen President pro. tem.

Mr. Coffin read the preamble and three articles of the Constitution.
Adjourned.

NEW YORK 23d March 1805.

Met —

Messrs. Keese V. Prest.
Doig Secy.

Messrs. Coffin Treasr & Ely

But not being a Quorum, could not proceed to Business.

NEW YORK 14th February 1807.

The Society having met —
Present.

Messrs. Moir
Coffin

Messrs. Romaine

Messrs. Doig.

It was agreed to have a Meeting for the Election of Officers for the ensuing Year (as Pr the Constitution) this day Fortnight.
Adjourned.

NEW YORK 21st February 1807.

At a Meeting of the Associated Teachers of the City of New York
Present

Messrs. Andrew Smith President
John MoirMessrs. Jacob Romaine
& Alexander Doig

Mr. Romaine proposed Mr. Henry Cole, and Mr. Abraham DeBaun as Candidates.

Mr. Doig at a former Meeting proposed as Candidates Messrs Hill, Malloch and Carlisle.

As the next Night of Meeting is appointed for the Election of Officers to this Society, a full and punctual Attendance of Members is requested and that the Secretary notify the absent Members
Adjourned.

NEW YORK 28th. February 1807.

The following Members attended a Meeting at Mr. Moir's School Room in Cedar St.

Mr. Smith
Moir

Mr. Romaine

Mr. Doig

Not having a sufficiency of Members to compose a Quorum did not proceed to Business.

NEW YORK 7th March 1807.

The Society having met as above.

Present

Mr. Frazer
— DoigMr. Romaine
— Coffin

Mr. Moir

The Proceedings of the two former Meetings were read. Messrs. Hill, Malloch Carlisle — De Baun and Cole were Ballotted for and unanimously admitted as Members of this Society — Messrs Hill, De Baun and Cole signed the Constitution —

Mr. Hill and Mr. Cole paid their Initiation Fees. Viz. One Dollar.

Owing to the want of a Quorum at the last Meeting the Society postponed their Election of Annual Officers. This Evening a Sufficient Number of Members attending, the Society proceeded to the Election of Officers for the ensuing year when the following Gentlemen were unanimously chosen by Ballot. Viz.

Messrs. John Coffin President

Messrs. Aaron Hill Secretary

John Moir V. Presidt.

Alexander Doig Steward

Jacob Romaine Treasurer

Mr. Hill having declined the Honor of Secretary on account of different other avocations preventing his attendance to the said Office. Mr. Smith was accordingly chosen Secretary in the room of Mr. Hill.

NEW YORK 14th March 1807

The Society having met.

Present

Messrs. Coffin
MoirMessrs. Romaine
HillMessrs. Cole and
Doig

The Minutes of the preceding Evening were read and approved of. Mr. Coffin read Three Articles of the Constitution. The Officers were then Installed and took their Seats accordingly.

It was moved and seconded that the Treasurer be requested to bring forward his Accounts and Books for the inspection of the Funds of this Society.

Mr. Malloch appeared and signed the Constitution and paid his Initiation Fee \$1.00.

Adjourned.

NEW YORK 21st March 1807.

Society met

Present

Messrs Moir
De baun
Cole
DoigMessrs Romaine
Gibbons
CoffinMessrs Reid
Parmer
Hill

The Minutes of the preceding evening were read and approved of. Mr. Doig read the 4. 5 & 6 Articles of the Constitution.

On motion that the dues up to the 1st. day of February last should be cancelled was Carried. The treasurer's books was brought forward and found that the funds amounted to \$18 $\frac{7}{10}$ $\frac{6}{10}$ he also paid Mr. Doig for inserting Advertisements \$2 $\frac{6}{10}$ $\frac{2}{10}$ which reduced the fund to \$16 $\frac{1}{10}$ $\frac{4}{10}$

Adjourned.

NEW YORK 28th. March 1807

Society met.

Present

Messrs Moir
Reid
HillMessrs Doig
RomaineMessrs Smith
Carlisle

The minutes of the preceding evening was read approved of. Mr. Carlisle was initiated and took his seat, the 7, 8 & 9 Articles of the Constitution was read by Mr. Carlisle.

The question of Mr. Hill was taken up Viz Are the mental powers of the Aborigines of America equal to those of the Europeans, which was discussed and no vote taken thereon —

Adjourned.

PREAMBLE.

The Instructors of Youth in this City, persuaded, that an Association of the Respectable Teachers, would be productive of mutual benefit to themselves; And also, enable them to promote the interest of the public, in a greater degree, than they could otherwise do in their individual capacity: A great trust being committed to them by the public, that, of leading the Youth of these *Rising States*, to usefulness and to honor; and, they flatter themselves, that by uniting their abilities in one social and common stock, they will thereby be enabled, to raise a happy emulation in the breasts of their Pupils, to the love of Virtue and useful knowledge; Fully persuaded of the utility and propriety, of an Union of this kind.

We the Subscribers have agreed and determined, to form ourselves into a Society, to be denominated The Society of Associated Teachers, in the City of New York. And agreed to the following Articles, viz:

1.

There shall be a President of this Society, whose duty it shall be to lay before them all such matters as he shall deem for the common interest of the Society; he shall at all times keep good order and decorum, and shall have power to call extra meetings on emergencies, and shall be chosen by ballot.

2.

There shall be a Secretary chosen, whose duty it shall be to summon the members to attend when desired by the President, to keep fair and distinct minutes of the proceedings of the Society, Proposals for admission, Resolves, etc. in a book to be provided for that purpose, which book shall always be ready for the inspection of the Members.

3.

There shall be a Steward chosen, whose duty it shall be to provide for the accommodation of the Society by their order, and to receive, and account when called upon by the Society for the contributions of the members.

Cornelius Davis. Gold Street No. 29.

John Wood Lumber Street No. 44 Dead.

Donald Fraser William Street No. 178

Dennis McGethagen Van De Water Street No. 29 Dead
 E. Romaine Partition Street No. 37
 John Coffin Beekman Street No. 91
 Gad Ely Beekman Street No. 91 Dead
 James Liddell Liberty Street No. 79
 Andw. Smith Cedar Street No. 9
 John McThuman Nassau Street No. 13 Dead to be considered an
 honorary member after 11th of June 1796
 Thomas Shield Chestnut Street No. 25 Dead
 Enoch Ely Beekman Street No. 91.
 John Winchell Hague Street No. 8 dead
 Edward Shepus
 William Payne Cedar Street No. 23
 John Collins Vesey Street No. 23 deceased
 Thos. Richardson Nassau Street No. 18 Dead
 John Campbell Pine Street No. 7 deceased
 L Lathame Garden Street No. 10 to be considered as an honor-
 able member after Feb. 18th. 1797.
 Isah. Rogers Lombard Street No. 6. died October 28, 1795
 Calvin Bateman Water Street No. deceased
 John Treat Crane dead
 Samuel Chandler
 Peter Durant Barclay Street No. 6
 Saml. Mitchell College
 Malcolm Campbell
 George Bement
 Samuel Rudd Beekman Street 91
 Constant Berthon died 1795
 Josiah A. Henderson
 Wm. Best
 Anthetme Gray
 L. I. Maillet
 John Roe
 Wm. Burk
 Jno. Brown
 Walter Townsend Dead, in last of 1804
 James Hardie
 Hiram Storrs to be considered an Hony. member
 Jno. Leek
 Nathl. Mead
 John Reid
 Jas. Gibbons
 Jona. Fiske
 Wm. Scott
 Wm. Parsons
 Jas. Brown
 Ebenezer Mark
 Jacon Romain
 Judah Hammond Year 1800
 Elisha Morrill
 Aaron Ely
 Pattrick Cregan Decemr. 19th. 1801

Thomas Wills Nov. 20, 1802
 Lewis G. Stanbrough Nov. 27th. 1802
 John C. Rudd Nov. 27th. 1802.
 B. Sheys March 5th. 1803
 John Bryson April 9th. 1803
 Alexr. Doig April 9th. 1803
 Edw. Hodgson May 6th. 1803.
 Wm. W. Winlay May 6th. 1803
 Thomas D Madan May 6. Died 29 Dec, 1804
 Jacob Kitchel
 Jas. Reide Dead
 Jas. Kay
 Abm. Ogier Stansbury Hony. Member
 John Moir June 3, 1803
 Lewis Edson Ten 17th. June 1803
 Nathaniel Holly August 5th. 1802
 John Keys April 7th. 1802
 Albert Picket April 4th. 1804
 March 7, 1807 Aaron Hills
 Do. Henry Cole
 Do. Abr. De Baum
 March 14, 1807 Andw. Malloch
 March 28th. 1807 Francis Carlisle

CONSTITUTION
 OF THE SOCIETY BY THE NAME OF
 THE ASSOCIATED TEACHERS OF THE CITY OF NEW YORK.
 ADOPTED JANUARY 24TH. 1795.

Considering the great advantages of harmonious intercourse, and unanimity in all the leading concerns of Society; and being individually employed in services which we believe to be materially interesting to the community; we, the Subscribers, have mutually agreed to form ourselves into a Society, by the name of "The Associated Teachers in the City of New York."

Impressed with a sense of the importance of our profession, as it respects not only the satisfaction of our employers, but as it relates to the actual qualifications of those under our care; as it affects the prosperity and happiness of the rising age, and extends its influence even to those of succeeding generations; we are individually determined, as much as in us lies, to preserve among ourselves an "unity of spirit in the bonds of peace"; to exert ourselves in the use of the best devised means to add to our general stock of useful information, and to cultivate those sentiments by which, the efforts we make in our several capacities, may be brought to concentrate in one important view, and that be directed to the services of Mankind.

Article 1st.

That for the requisite arrangements, and to facilitate the proceedings of the Society, it shall consist of the following departments, viz. A President, a Vice President, a Secretary, a Treasurer, a Steward, and an indefinite number of Members.

Article 2d.

The officers shall be chosen annually; the election shall always be by ballot, and the person having the greatest number of votes, shall be declared elected.

Article 3d.

It shall be the duty of the President, to preside in the meetings, to preserve decorum, agreeably to the bye-laws, to receive communications, to lay them before the society, to call special meetings, and to perform such other duty for the benefit of the institution as the bye-laws shall require.

Article 4th.

It shall be the duty of the Vice President, to preside in the meetings of the society, in the absence of the President, and to do all such other duty as shall be required of the President, in case of his necessary absence.

Article 5th.

It shall be the duty of the Secretary to keep fair records of the proceedings and transactions of the Society in Books to be provided for that purpose, and to make all such communications as shall be given him by the President or Vice President, for the benefit of the Society.

Article 6th.

It shall be the duty of the Treasurer, to receive all such collections, and contributions as shall be made for the benefit of the Society; and to make such appropriations as shall be directed by them to defray its expenses, or otherwise to promote the purposes of the institution.

Article 7th.

It shall be the duty of the Steward, to make all such provisions, and arrangements, for the accommodation and conveniency of the Society, as they shall from time to time direct.

Article 8th.

That being thus organized, the primary object of their attention shall be to secure, and preserve the concord, and unanimity of the Society, by cultivating social harmony, and by mutual exchange of good offices, and benevolent attentions, and by avoiding all occasions of offence, dissension, or disagreement.

Article 9th.

That in pursuance of the above design, they will meet together once a week, for the purposes of social intercourse, and to devise and deliberate upon, such expedients as may have a tendency to promote the design of the institution; to assist each other in their several capacities, and thereby realize the expectations of their employers collectively, in their establishment as instructors of Youth.

Article 10th.

The more effectively to promote the design of our institution, we do hereby agree, to make provision for the collection of books by voluntary donations, for the purpose of establishing a Library for the

use of the Society. The LIBRARY shall be kept by the secretary, as Librarian, at such place as he shall direct, till otherwise provided for, and subject to the regulations of the Society. And any member shall be at liberty to deposit Books in the Library, for the use of the Society during pleasure.

Article 11th.

An anniversary shall be instituted, beginning from the Fifteenth day of May 1796, for which occasion, one of the members shall be previously appointed, to deliver an oration, on such subject, as shall be deemed conducive to the advancement of the institution; and tickets of admission shall be provided by the Society and distributed to such persons as the members shall approve, or think proper to invite.

Article 12th.

It shall be required, of every candidate for admission into this Society, that he be a Teacher in some one, or more of the branches of literature — have the government of a school, or seminary of Learning; and sustain a good moral character.

Article 13th.

Each candidate shall be proposed by some one of the members, at a previous meeting, and not balloted for, till the next meeting of the Society; except in particular cases, to be specified in the bye-laws.

Article 14th.

All candidates shall be admitted by ballot, and the consent of three-fourths of the members present shall be necessary for the admission of a member.

Article 15th.

Each member at his admission, or in one week after, shall pay into the hands of the Treasurer, or Secretary, one Dollar, shall subscribe his name to the constitution, and thereby become entitled to all the privileges of the institution, and bound by all its Laws and regulations.

Article 16th.

Whenever it shall be thought expedient to elect honorary members it shall be a requisite qualification in the person proposed, that he be deemed likely to support the reputation of the Society: But no contributions nor admission fees shall be required from them, and whatever they shall think proper to contribute, shall be considered as a generous donation to the Society, for the benefit of the institution; They shall enjoy the privilege of attending any of the general meetings, and joining in all the exercises which are instituted for the benefit of the members; But shall not be entitled to a vote on any question relating to the government, or management of the institution, nor be present at such debates.

Article 17th.

No part of this Constitution shall be repealed, or amended, without the consent of Three fourths of the members present, and all amendments shall be proposed in writing, three weeks previous to their being discussed.

Article 18th.

If any member shall refuse to conform to the Constitution, or bye laws of this Society, he shall be liable to expulsion, which shall be determined by the judgment of Three fourths of the members present.

Article 19th.

Five members shall always be necessary to form a quorum, to proceed to business, and all circumstantials of proceeding, not expressed in the Constitution, shall be regulated by the bye laws to be provided for that and other purposes.

Article 20th.

The bye laws shall be strictly founded upon the Constitution, and be subject to all such alterations, and amendments, as shall from time to time be judged necessary.

Article 21st.

That in the routine of business at the stated meetings, to be pointed out and regulated by the bye-laws it shall be an essential article, to discuss, and determine on all such questions as shall be brought before the society.

BYE LAWS
OF THE SOCIETY OF ASSOCIATED
TEACHERS
OF THE CITY OF NEW YORK.

1st.

The stated meetings of the Society shall be on Saturday Evenings (unless otherwise voted) from the twenty first of March to the twenty-first of September, at the hour of Seven, and adjourn at Ten; and from the Twenty first of September, to the twenty first of March, at the hour of Six, and adjourn at Nine, unless special business shall make it requisite to sit longer; such sitting to be determined by a majority.

2d.

The Society shall proceed to business as soon as there shall be a quorum, which consists of Five Members.

3d.

ORDER OF BUSINESS.

- 1st. Reading the minutes of last meeting.
- 2d. Initiation.
- 3d. Balloting for Candidates.
- 4th. Proposing Candidates.
- 5th. Reading Three articles of the Constitution or by laws.
- 6th. Reports of Committees.
- 7th. Communications.
- 8th. Discussing Questions for improvement.
- 9th. Proposing new Questions.
- 10th. Relating entertaining or amusing Anecdotes.
- 11th. Adjournment.

4th.

FORM OF INITIATION.

When the Candidate is introduced for initiation, all the members except the President, (and those whose religious principles do not admit) shall stand uncovered. The Candidate to be introduced shall, upon previous notice being given of his attendance be conducted into the Society, by a member occasionally appointed by the President for that purpose. When they enter the Room, the member shall introduce the candidate to the President in the following words,—Mr. President, conformably to my duty I here introduce to your acceptance Mr. A. B. The President shall then address the candidate. Sir, your friends having recommended you to our acceptance, and assured us of your inclination to become a member of this Society, and having vouched for your moral Character, and qualifications for membership, we have been induced to admit you as a full member. As a summary of the Principles of our Association, I will read to you the Preamble of our Constitution. (refer to the Preamble)

It is now incumbent on me to repeat to you an Obligation which cements our union, to which you will be pleased to give your assent. You A. B. do solemnly declare that you will support the harmony, reputation, and honor of this Society. Do you assent to this Declaration? Answer "Yes." You are finally required to subscribe your name to the Constitution; you will then meet the Congratulations of your Brethren, and take your seat as a Member of this Society.

5th.

When a candidate has been balloted for, and admitted, the Secretary shall notify him in writing (or otherwise) of his admission, and desire him to attend at the next stated meeting for initiation, and advise him of the conditions.

6th.

One, or more, Members, must concur with the member proposing a Candidate, and deposite the Initiation fee.

7th.

Compositions, and other communications, in writing, if approved of by the Society, shall be inserted by the Secretary in a book provided for that purpose.

8th.

If the duty of the Secretary should become burdensome; a nominal compensation to be annexed to that office.

9th.

The discussion of subjects for improvement shall be in the following order,

1st. The Society shall divide in opposite sides of the room, according to their respective inclinations.

2d. Any member shall be at liberty to open the debate.

3d. The Parties shall speak alternately.

4th. No member shall speak more than Ten Minutes at one standing; nor more than three times on the same subject.

5th. The subject shall be decided on the evening of its discussion.

6th. When the Society is equally divided, the Presiding officer shall give the deciding vote.

10th.

All questions proposed for discussion, shall be in writing; and if approved of by a majority, shall be entered on the Minutes, together with the proposers name, and shall be discussed in rotation.

11th.

Each Member shall pay to the Treasurer, one shilling per month.

12th.

No member who is more than two months in arrears, shall be eligible to an office; or entitled to vote at the annual election for Officers; and the Treasurer, shall report one week previous to, and on, the Evening of the said annual election, those who are delinquent.

13th.

All questions of order, shall be determined by the presiding Officer; and any member who does not acquiesce in this Judgment, shall be at liberty to appeal to the Society: a majority of votes shall finally determine: any Person or Persons refusing to comply with this determination, shall be silenced for one month.

14th.

The Person occupying the Chair shall have liberty to nominate any member present to take his place, whenever he is disposed to take part in the debate.

15th.

No member shall publish, or cause to be published, or made known, any proceeding of the Society, without their permission.

16th.

No member shall leave the Room for the Evening, without the permission of the presiding Officer.

17th.

An Orator shall be elected, six months previous to the Anniversary.

18th.

All Books presented to the Society for recommendation, shall be referred to a Committee who shall report thereon; but the form of recommendation shall be determined by the Society.

19th.

A Committee shall be appointed, to enquire into the merits and abilities of any Person (or Scholar) who shall apply for an examination, on such branches of Literature, as he may be desirous to teach; or to determine his proficiency in the same; and they shall receive a Testimonial accordingly from the Society. All examinations shall be at the stated meetings; unless otherwise voted.

20th.

The Officers at their installation shall take the following Obligations, viz.

The President and Vice President.

I A. B. do promise and engage to perform all the duties of President, or Vice President (as the case may be) of this Society, required by the Laws to the best of my abilities: and for this I pledge my sacred Honor.

Secretary.

I A. B. do promise and engage (to perform all the duties of Secretary of this Society; required by the Laws, with diligence, fidelity, and strict attention; to the best of my abilities, and for this I pledge my sacred Honor.

Treasurer and Steward.

I A. B. do promise and engage to keep a true account of all the monies, and other effects coming into my hands, belonging to the Society; to account for the same when called upon by them; and to deliver over to my successor in office, at his installation, all the Cash, Books, and other property belonging to the Society, without delay or equivocation; and for this I pledge my sacred Honor.

21st.

The Officers of the Society, shall be elected Annually on the Evening of the last Saturday in February, and continue in office one Year, and whenever a vacancy happens, it shall be supplied for the remainder of the Year.

22nd.

No part of the preceding bye laws shall be repealed or amended without the consent of three fourths of the members present; and all amendments, or additions, shall be proposed in writing, one week previous to their being discussed.

Transcribed July 4th. 1797 by J. Wood.

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ERRATA.

Page 214. Under "MAY MEETING," line 2, for "adopt" read "adapt."

Page 214. Under "MAY MEETING," line 3, for "Dr. A. B. Watkins"
read "Prof. C. E. Hawkins."

Page 218. Line 32, for "reading" read "arithmetic."

Page 715. Line 5, for "cheek" read "check."

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